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ABSTRACT

THE FIRST SECTION OF THIS REPORT DESCRIBES THE FOLLOW-UP PROGRAM DESIGNED TO DETERMINE ANY IMPROVEMENTS IN THE TEACHING OF ENGLISH LANGUAGE AND COMPOSITION ACHIEVED BY PARTICIPANTS OF THE NDEA INSTITUTE AT STATE UNIVERSITY COLLEGE CORTLAND, N. Y., 1968. IT COVERS (1) THE BACKGROUND AND PLANNING OF THE PROGRAM, (2) SCHOOL VISITATIONS OF THE SUMMER PARTICIPANTS, (3) THE PURPOSE AND PROGRAM OF THE 1-DAY CONFERENCE, AND (4) A SUMMARY OF THE FINDINGS. APPENDIX 1, COMPRISING THE MAIN PORTION OF THE REPORT, PRESENTS THE MATERIAL ON WHICH THE EVALUATION IS BASED--TEACHING AND CONFERENCE REPORTS, DEMONSTRATION CLASSES, PANEL DISCUSSIONS--AND PROVIDES EVIDENCE THAT THE PARTICIPANTS DID BENEFIT FROM THEIR EXPOSURE TO LINGUISTIC AND RHETORICAL THEORIES AT THE INSTITUTE. APPENDIX 2 CONTAINS WRITTEN EXHIBITS ILLUSTRATING ASPECTS OF THE PROGRAM DISCUSSED IN THE REPORT. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (JM)

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FOLLOW-UP REPORT

on the

NDEA Institute for Advanced Study
in English Language and Composition
conducted at the
State University College Cortland
in
summer 1968

Submitted by

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Preface

The present report consists of three sections, the report proper and two appendices. I have attempted to describe in the first section, as objectively as possible, the follow-up program conducted at the State University College that had been designed to explore whether any lasting improvements in the teaching of English language and composition were achieved by the participants of the NDEA Institute, which I directed during summer 1968. The description covers the planning stage of the program as well as its implementation and may serve as guideline for other institutions wishing to conduct similar programs. Appendix I contains the corpus on which I have based the survey, so that the reader may verify for himself that the participants have indeed benefitted from their exposure to linguistic and rhetorical theories at the Institute.[1] Appendix II contains the exhibits that illustrate several aspects discussed in the Report, and can be easily referred to, since they are conveniently numbered for easier cross-reference.

I hope that the reader, by going through all three sections and correlating one with the other, will gain a complete picture of both, the Cortland summer workshop and the follow-up project, which was designed to evaluate the former. If there has been, as I do hope, any lasting effect of the Institute on the participating teachers, this was in great part due to their own enthusiasm, effort, and intelligence.

Rodolfo Jacobson
Professor of English

Cortland, July 1969

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[1] The transcriptions of the recordings made of the reports on the demonstration classes and the panel discussions are exact representations of the participant's participation; however, some stylistic editing was done to render the material more effective in the written form.

1.0 Background

1.1 The State University of New York College at Cortland conducted an NDEA Institute for Advanced Study in English Language and Composition during the summer of 1968. A carefully selected group of thirty-seven (37) secondary English teachers attended the six-week workshop from July 1 to August 10. Under the sponsorship of the United States Office of Education the participants of this Institute were exposed to the nature of linguistic studies, to the application of linguistics and rhetorics to composition, and to a variety of other related activities which have all been described in the final technical report.[1] The cited report did not only contain the description of the planning stage and of the activities of the Institute but showed in addition that a rigorous system of evaluations had been built into the project. As a matter of fact, the program and the staff were evaluated several times and by different evaluators in order to obtain an objective picture of the Institute's accomplishments. This process of evaluation was carried out as follows:

(1) questionnaires were completed by the participants at three different occasions, i.e. on the first day of the Institute, during the fourth week, and on the last day. The responses were kept anonymous to ensure maximum spontaneity and truthfulness;[2]

(2) each of the lecturer-consultants was asked to submit a brief evaluation to the Institute Director (exhibits 1 to 5);

(3) each staff member was required to submit a detailed evaluation of his own performance as well as of the Institute as a whole;[3]

(4) the Director evaluated the accomplishments of each of his staff members and of the overall effectiveness of the Institute;[4]

(5) several participants of the Institute sent spontaneously letters to the Director and evaluated in them various aspects of the program (exhibits 6 to 14); and

(6) the Director conducted a follow-up program consisting of class observations, talks with school administrators, teaching reports in light of Institute experience, and a one-day conference held on the campus four months after the conclusion of the workshop.

The description of most of these means of evaluation were already included in the final technical report and need not be repeated here. The evaluation letters of lecturer-consultants, on the other hand, were only mentioned there briefly and one single participant letter was included among the exhibits. Finally, the description of the follow-up program could not have appeared in the cited report, since the completion of the latter was prior to the implementation of the follow-up program. Therefore, facsimiles of the letters from lecturers and participants have here been included and a detailed description of the follow-up program, as this was conducted during October, November and December 1968, is given on the following pages.

1.2 The follow-up program consisted of two parts, school visitations and a one-day conference. Both were equally important and contributed effectively to the final assessment of the Cortland Institute.

1.21 The school visitations were carried out during a six-week period that started on October 24. The travel expenses of the program were underwritten by the College Dean of Arts and Sciences but no remuneration for the project director could be offered. During each visitation the director would observe at least one but usually two or three classes taught by a participant. He would also discuss matters of common interest with the latter and seek the opportunity to talk with school administrators, in particular with the English Department chairman, the curriculum coordinator and/or the principal of the school. The conversations usually centered upon the application of linguistics to the teaching of English, the linguistic awareness or lack of it among the other members of the department, the appropriate linguistic model to use, the guidelines from Albany concerning the type of grammar to teach, and the possibility of an in-service training workshop at the school. After each visit the evaluator would write a teaching report on his observations and send the participant a copy for his information. This teaching or visitation report[5] would differ from a conventional student teaching critique in that it was much broader in scope and less severe in its appraisal. More specifically, the teaching report would include, in addition to a mild critique of the performance, suggestions for future classes, commentaries on specific linguistic issues that a certain class might have provoked, or a summary of the dusoussion between the participant, the administrator and the project director. It was less severe than an ordinary critique because the former participant and the evaluator were no longer in a student-instructor relationship. In fact, the latter's presence seemed to be not just the compliance with an earlier requirement but rather the result of a friendly agreement between participant, principal and evaluator.

1.22 The one-day NDEA Conference was held on December 13, 1968. Again, the expenses for the Conferences were underwritten by the Dean's Office. The objectives of the Conference were several. First, we wanted to estimate correctly the interest of our former participants in the Institute's activities and its achievements. We asked therefore all the participants, and not only those observed during school visitations, to attend the Conference and had each of them make his own financial arrangements--except for the official luncheon which was offered by the College. Their willingness to spend time and money to attend the reunion would be very revealing to us. Secondly, we wished to gain further evidence on the implementation of the ideas presented during the summer. We included therefore reports, panel discussions, and demonstration classes in the Conference program in order to learn which approaches our former participants had actually tested out in their own classrooms and found successful for the teaching of English language and composition. Finally, the reunion would allow us to distribute personally, as promised, the collection of research papers written in lieu of a final examination by our participants and duplicated for the distribution at the Conference. Several of these papers were outstanding and we decided that they should be made available to all the members of the group. The duplicated papers would show at the same time the effort that the participants had made during the summer and serve as souvenir of a rewarding experience.

1.3 It is the purpose of this report to gather together all the data which may lead to the final assessment of the Cortland Institute. By describing the activities that culminated in the December meeting, we believe that we can show that the Institute has had an impact on its participants and also on the schools to which these teachers returned. In addition, we believe that such information is relevant to teachers, trainers of teachers, and administrators alike, since this report may assist them in the implementation of similar programs by following some of the techniques used here and improving on others, as the case may be. Also, we hope to determine what the Institute has accomplished. Has it increased the teaching competence of its participants? Has it changed their general attitude to language? Has their English Department reacted in any way to the fact that one of its members participated in the Institute? Has the school as a whole benefitted from their experience? In other words, the assessment of the past Institute is not only important to show whether the allocated funds have produced the desired impact on all persons involved but also to serve as guidelines to ensure more effective training programs for the future.

2.0 Planning of the Program

2.1 The participants of the Institute residing within a 100-mile radius had all accepted the clause in which they made themselves available for class observations during the follow-up program. Twenty-two participants fell into this category and received their visitation schedule on the last day of the summer workshop.[6] Two changes were subsequently made to the original schedule because two participants had accepted teaching appointments elsewhere.

2.2 One of the most important aspects of the planning stage was to maintain close contact with each participant, so that he would be motivated to show, during our school visitations, what influence the Institute had had on his teaching. This contact also served the purpose of maintaining his continued interest in what fellow-participants were doing in their schools and to what degree the latter were applying linguistic and rhetorical concepts in their classes. Also, this interest would motivate them to attend the December meeting at Cortland. To keep the interest alive, we corresponded with former participants and their school principals and published an NDEA Newsletter. The post-Institute correspondence consisted of the following:

(1) letters answering thank-you notes or responding to special requests (exhibits 15, 16, 17);

(2) a letter informing the participants that school visitations would be carried out as planned originally (exhibit 18);

(3) a letter to principals requesting permission to visit the school and observe classes of former participants (exhibit 19);

(4) a letter reminding the participants of the December meeting (exhibit 20);

(5) a questionnaire to the participants concerning the December meeting and their participation in the Conference (exhibit 21);

(6) a letter confirming the participant's active participation in the program with forms to be completed by him (exhibits 22, 23);

(7) a list of the names of panelists and panel discussion leaders to all panel group participants (exhibit 24).

The NDEA Newsletter, of which several issues had been planned but only one actually appeared,[7] had been designed to promote increased interest in the activities of fellow-participants by giving all the information available on participants and staff and describing everybody's enthusiastic expectation to attend the planned Conference (exhibit 25).

3.0 School Visitations

3.1 The objective of visiting the participants of the summer Institute in their schools was twofold. First, it was important for us to know to what extent the teachers, who had been exposed to so many new ideas on linguistics, rhetorics, methodology and composition, had actually tested out these ideas in their classrooms and if so, what their final reaction to them was. Secondly, although the major impact of the new approach was likely to be limited to the participant's classroom, his new attitude would project itself, to some extent at least, beyond the physical boundaries of his room. Fellow teachers would comment upon his new approach, department heads would ask him to report on his experience in meetings, in-service training workshops might be set up and administrators could finally agree to changing their traditional attitude and permitting the implementation of the new approach on an experimental basis. These two aspects of the objective are discussed in the following sections.

3.2 Most participants made a very great effort to implement the new approaches to the teaching of English by testing out many of the suggestions that the Institute staff had made during the summer.[8] The number of linguistically oriented applications surpassed, however, by far those geared toward rhetorics, stylistics, or methodology. This does not necessarily indicate less interest in the latter fields. Knowing that a linguist was to evaluate their teaching, the participants may have preferred demonstrating the applicability of linguistic principles. In their application of linguistic principles the participants used a structural approach in 60% of the classes observed. 15% of their classes were transformationally oriented, whereas 25% did not show any clear adherence to specific linguistic models, especially when the teacher's interest centered, not so much upon the analysis of specific language data, but rather on the general attitude to language. Those using the structural approach showed the applicability of all three levels of gramar, i.e., phonology, morphology, and syntax. The teachers with transformational orientation, on the other hand, restricted themselves to syntax alone. Some teachers even felt that a combination of the two models was very appropriate and used the structural approach to teach phonology and morphology and the transformational approach for syntax. Most seventh-grade or low-track teachers with special interest in the students' general attitude to language preferred to stress the formation of linguistic concepts to the analysis of specific data. The following table lists the topics which the linguistically oriented teachers had chosen for their classes. The participants who did not apply linguistic principles in their classes tested out several new ideas concerning rhetorics, stylistics, and methodology. They selected the following topics to show new ways of teaching composition:

(1)	Coherence (F)	(Rhetorics)
(2)	Tone, Person, Tense and Number (F)	
(3)	Style as Choice (E)	(Stylistics)
(4)	Generation of the Paragraph (D)	
(5)	Pre-writing (H)	(Methodology)

Only three out of the total number of participants observed preferred not to introduce any new approach. Their traditional presentations contained, however, many refreshing details all of which showed that they had been exposed to more recent trends. The lesson on "Focus and Style in a News Story" (S), another on "Rhetorical Argumentation" (N) and the discussion of "Cumming's 'anyone lived in a pretty how town'" (C) all proved to be, despite their traditional orientation, good examples of a semantically oriented approach to the teaching of English. Several participants specified the areas that they expected to cover in the future. Those who had taught phonology wished to go into morphology and the others who had discussed morphology planned to go into syntax. The most interesting project, however, seemed to be one in which a participant, who had used a transformational approach with two of his classes and a traditional approach with the others, planned to compare the achievements of his pilot groups with those of his traditional groups in order to determine the rate of progress in each.

3.3 The participant's return to his school usually produced some reaction in the attitude of his fellow teachers who in their majority were all literature-oriented with usually little interest to discuss language matters with their students. As a matter of fact, most Central New York English teachers seemed to fall into these three groups: (a) teachers who were unaware of recent developments and did

MODEL	PHONOLOGY	MORPHOLOGY	SYNTAX
Structural Grammar	Segmental and Suprasegmental Phonemes for Reading Improvement (M, K)[9] Sound System of English (B,G,H) Correlation between Suprasegmentals and Punctuation (M) Segmental Phonemes for the Improvement of Spelling (T)	Identification of Parts of Speech: Form Alone (F,I,J,Q,S); Form and Position (P) IC Analysis on the Word Level (B) Verb Form Analysis (Q) Syllabication and Morphemics (B) Etymology and Morphology (A)	Sentence Patterns: Identification Alone (I) Production Alone (A,R); Diachrony: OE/ME vs. MnE(A) Modification, Coordination to Expand Basic Patterns (U) Active and Passive (P)
Transformational Grammar			Derivation and Tree Diagrams (O) Embedding (V) Deep and Surface Structure (L) Kernelization & Reassembling (N,T) Ordering of Transformations (L) Analysis of Literary Language (B)
General Attitude	General Background (G) Concept Formation and Terminology (J,V) Resourcefulness of Linguistic Devices (R) Social Dialects and Verb Forms (F) Language Attitude and Literature (P) Song Writing as Language Practice (O)		

Table 1 : Distribution of Linguistic Topics

not wish to change their approach;[10] (b) those who were aware of the new trends but did not know how to modernize their teaching;[11] and (c) those who were not only aware of these developments but actually wished to learn more about them by auditing linguistically oriented classes, by welcoming presentations on the linguistic approach at department meetings or even by requesting in-service training workshops to be conducted at their school.[12] A favorable reaction in the attitude of a fellow teacher depended, of course, to a large extent upon the participant's personality, that is, upon his will to make his enthusiasm known to the other English teachers of the school. At times, even an enthusiastic supporter of new ideas was however restrained from testing them out in his classroom, not because of a frank denial but of the assignment of trivial tasks that wasted the time he needed for the preparation of new materials. Our participants were asked only in three instances[13] to report on their Institute experiences or to give formal presentations at department meetings. Again, the failure of addressing fellow teachers formally may at times have been the participant's own fault but in many instances it showed a certain lack of interest of the English teachers at the school.

Workshops were suggested in our conversations with administrators at many schools as a means of upgrading teachers without linguistic background but only in one school was such a workshop actually conducted. Budget limitations may have been the reason in some cases but not in all., Projects of a more traditional nature seem to receive their approval more readily.

Department chairmen and curriculum coordinators were often receptive to new ideas but sometimes blamed the lack of implementation of new approaches on the teacher's unwillingness or his sketchy linguistic or rhetorical background. It was surprising for the author of the present report, however, that out of ten chairmen with whom he discussed the applicability of linguistics only three had some reservations. The rest favored a strong language-oriented approach. Their attitudes are summarized in the following table:

Chairmen favoring linguistic application	Chairmen having reservations
Interested in a linguistic approach (P) Favors strong language orientation but recognizes that implementation depends on teacher's linguistic background (S) Has himself linguistic background and requires of his teachers to be language-oriented (A) Interested in linguistic approach (I) Willing to permit experimentation. Success significant for other teachers who would also like to use a linguistic approach (F) Interested in broader application of language criteria Favors experimentation (L)	Unaware of new trends (N) Teachers must be trained first (M) Traditionally oriented but willing to learn (T)

Table 2 : Responses of ten chairmen concerning applicability of linguistics

The apparently favorable responses of most chairmen stand somewhat in contrast to the actual implementation of a more up-to-date approach in our schools. It seems that the department chairman, for one reason or another, avoids leading his staff toward a newer approach; apparently he expects them to find their own solution. The author believes quite to the contrary that we do need strong leaders to carry out advancement in teaching, leaders who, cautiously but firmly, guide their staff to keep abreast with new and challenging ways to cope with the increasingly difficult situation at our schools.

4.0 NDEA Conference

4.1 The one-day Conference held four months after the conclusion of the summer Institute served the purpose of bringing together the largest possible number of former participants regardless of whether they were included in the school visitation project or not. The attendance of all NDEA Instituters could not be expected, since each participant had to support his own travel and lodging expenses. In addition, a number of personal or working problems was likely to interfere with his wish to attend the Conference. However, 27 out of the total of 37 participants actually attended the Conference and the absence of only three remained unaccounted for. The others gave justified excuses, such as health problems, lacking transportation or family emergencies. The Conference had been designed to inform the audience which of the ideas presented during the Institute the participants had found worthy of implementation. They gave reports, participated in panel discussions and taught demonstration classes to show how they put to use the notions that they had acquired. Furthermore, during the luncheon, the coffee breaks and the social hour they informally discussed a variety of matters of common interest. The reunion provided the participants with innumerable opportunities to exchange ideas, describe techniques, express satisfactions, suggest future applications, recognize difficulties, in short, to present all their reactions to the summer Institute in light of their present experience.

4.2 The program of the Conference (exhibit 26) included four reports of which two described the implementation of linguistic principles, one surveyed children's responses to linguistically oriented teaching and the last one discussed the reaction to instructional innovation in a Southern New York school district. These reports,[14] which all show the participants' desire to apply new and more effective approaches to the teaching of English, are summarized in the following sections.

4.21 Mr. Jerome Kopec[15] has taught language arts skills to slow learners and tried to advance them, especially in reading, so that they might qualify for the Regents Program. To improve their reading ability, Mr. Kopec has taught phonemics and morphemics to his linguistically retarded students. He has used the inductive and the deductive approach to test out the validity of using linguistic concepts in the teaching of slow learners. Two weeks before the Conference Mr. Kopec gave his students a reading test and had amazing results. The students that knew some morphology had jumped, in four months, two grade levels in their comprehension and decoding ability. Vocabulary had increased two years, comprehension had increased two years right across the board. The students without any knowledge in morphology had at least jumped four months in growth. Mr. Kopec is pleased that the application of linguistic principles in his remedial English classes has given so favorable results and is therefore planning to use the linguistic approach also in the future.

4.22 Mrs. Mary Jane Brown[16] has also applied linguistic notions in her experimentation. This was no innovation at her school, since her department chairman and her fellow teachers have used structural and transformational grammars for two years. Mrs. Brown decided that she would focus on a single aspect of her teaching, one that had bothered her for a long time: spelling. She did away with word lists and phonetic workbooks and approached spelling through the history of the language. Instead of presenting spelling as a static body of knowledge, she made her students aware that English has changed and will continue to change. Through a number of exercises students became acquainted with words by searching for them. They compiled their own lists of words, choosing for their lists the words in which they were really interested. The students became greatly concerned about words and tried to discover why a word was spelled the way it is. They began to look for new and unusual words to add to their lists and corrected one another as they made spelling mistakes. Mrs. Brown was pleased to note that this kind of attitude and such willingness to work at a previously boring study led to better spelling.

4.23 Sister Loretta Marie Hoolehan[17] has administered a ten-point questionnaire to 97 seventh and eighth grade students in order to explore their reaction to the application of structural grammar to composition. The students' responses were favorable and Sister Loretta reached three interesting conclusions on the basis of her childrens' comments, i.e.:

(1) the students have found the structural orientation of her classes interesting and profitable as a tool to effective essay writing;

(2) many of the students have found grammar so valuable that they would incorporate grammar into their English Curriculum, if they were given the choice; and

(3) the students have found grammar helpful to improve oral skills.

4.24 Mr. Roger Test[18] in an attempt to promote interest in linguistics at his own school and open avenues for the implementation of linguistics, has presented "The Case for Linguistics" at an English Department meeting. A similar presentation was given to a group of teachers of different levels and areas as an example of modern trends in education. Mr. Test concluded that even though no particular action was taken, the interest of several teachers in the district was aroused, some materials were examined and the impact of the Institute was hereby extended.

Three demonstration classes[19] were taught to a group of junior high school students of the State University College Campus School. Two of these classes were recorded and have been transcribed below, the other has been summarized by the demonstration teacher and his summary also appears in Appendix I. The topics for each class were so chosen that each would represent a different area within the Institute's total field of interest, i.e., structural grammar, transformational grammar, and Christensen's approach to paragraph generation. These classes are briefly described below.

4.25 Miss Helene Jarmol[20] taught a class on word formation in which she covered, as informally as possible for better rapport, three major processes: clipping, blending, and acronyms. She insisted in her class that the students understand the concept before they learn the technical term describing it. She related the language processes to the children's every day experiences making each example hereby very meaningful to her students. The material helped them understand that the English taught at school and the English spoken by them are the same.

4.26 Mr. Barry Swan[21] taught a class in transformational grammar, emphasizing the distinction between deep and surface structure. He showed the students how transformations applied to a simple sentence gradually make the sentence more and more complex. Mr. Swan also explained the significance of order in a transformational grammar. The presentation was easy for the students to follow and he, too, taught the concept before burdening the students with the corresponding label. When the technical term was finally introduced, they merely attached it to an already familiar concept.

4.27 Mr. John Prave[22] showed in his class the relationship between the topic sentence and the other sentences of the same paragraph. He discussed Christensen's levels, by which the topic sentence is classified as a number one sentence and the others as 2, 3 or 4 depending upon the idea which is being developed in a given sentence. Mr. Prave would not expose his students to prearranged sentences but, rather, draw from their own resources. He accepted what fitted his purpose but rejected what might obscure the presentation. The Christensen Approach, usually used in high school senior or college freshman classes, was shown to be a valid technique for a junior high school class.

Two panel discussions, one devoted to linguistics and the other to rhetorics, gave the participants further opportunities to explore one another's experiences. Many interesting ideas were brought up during the discussions, which were recorded and later transcribed. The reader may wish to read these transcriptions for himself.[23] No summary has therefore been included here. The discussions, just as the reports and the demonstration classes, illustrate that each participant was highly motivated about the application of new ideas, that he had made great efforts to test out new approaches and that he would further pursue ways to make the teaching of English more challenging.

4.3 It may be appropriate at this point to summarize the above by arranging the data in tables, so that the actual facts regarding the implementation of linguistics and rhetorics can be assessed more objectively. Table 3 shows the topics of the lessons taught, the grade level of the class and the approach used. Table 4 charts the distribution of fields of interest, Table 5, the adherence to one of two linguistic models. Table 6 correlates grade levels with the number of classes observed and Table 7 shows the sex distribution of participants evaluated.

Teacher	Topic	Grade Level	Approach
A	Sentence Frames	7	Structural
B	Syllabication and Morphological IC Analysis	11	Structural
C	Semantic Analysis of a Poem by Cummings with Incidental Remarks on Language	8	Traditional
D	a. Kernel Generation, Rules, Trees and Derivational Lines	10	Transformational
	b. Generation of a Paragraph	10	Christensen Rhetorics
E	None		
F	a. Coherence and Point of View	10	Classical Rhetorics
	b. Verb Inflections and Language Standards	10	Structural
G	"Thought Units" as Means of Identifying Composition Errors	12	Transformational
H	Identification of Composition Errors	9	Traditional w/ struct. notions
I	None		
J	Clues for the Identification of Parts of Speech	7	Structural
K	a. The Syllable	7	Structural
	b. Stress	7	Structural
L	Deep Structure, Surface Structure and the Ordering of Transformations	11	Transformational
M	Reading Improvement through the Study of Suprasegmentals	10	Structural
N	a. Judgments and Generalizations	8	Traditional
	b. Conjunctions and Embeddings	9	Transformational
O	Song Writing as Means of Motivating the Uninvolved	12	Uncommitted
P	Clues for the Identification of Nouns and Verbs	7	Structural

Teacher	Topic	Grade Level	Approach
Q	Verb Phrase Identification	11/12	Traditional w/ struct. notions
R	a. Sentence Patterns and Formulae	7	Structural
	b. Clues for the Identification of Parts of Speech	7	Structural
S	Focus in Newspaper Leads	8	Uncommitted
T	Embedding for Composing and Breakdown into Kernels for Revision	12	Transformational
U	Modification and Coordination	7	Structural w/ trad. notions
V	Embedding	8	Transformational

Table 3 : Topics of Lessons Observed, Grade Level and Approach

Linguistics	Rhetorics	Indefinite	Uncommitted	Total of Different Classes Observed
18	3	1	3	25

Table 4 : Distribution of Fields of Interest

Structural Grammar	Transformational Grammar
12	6

Table 5 : Adherence to Linguistic Models

Grade Levels	Number of Classes Taught		
7	8	12	JHS
8	4		
9	2	14	
10	5		SHS
11	3		
12	3	11	
		25	

Table 6 : Grade Levels and Number of Different Classes Observed

Male Teachers	11
Female Teachers	9

Table 7 : Sex Distribution of Participants

5.0 Summary of Findings

5.1 The follow-up program has shown that the two fields of concentration, linguistics and composition, are relevant to the secondary English teacher today. He wishes to acquaint himself with new ways of teaching English and is willing to study the underlying theories, if, at the end, he is allowed to see the application of the theoretical principles. The participants of the Cortland Institute acquired a reasonable amount of factual knowledge concerning linguistic and rhetorical theories. In addition, they explored in laboratory sessions, demonstration classes and informal discussions how these theoretical notions could actually be applied in a classroom. With this in mind, the participants returned to their schools and applied the new ideas with varying degrees of success in their own classrooms. The many attempts to apply linguistic principles seem to be particularly revealing. It shows that the participants have come to feel, just as the instructors at the Institute, that linguistics holds the answer to most of the problems in language instruction. This feeling was already reflected in the questionnaires administered during the last day of the Institute but it was rewarding to see that the participants did not change their views during the semester that followed the summer workshop.

5.2 It is obviously the wish of every Institute director to select well qualified participants for his Institute. The most careful selection, however, does not guarantee that all selectees will perform satisfactorily. It is during the Institute and even more so during the follow-up program when the director receives the final reassurance about his successful selection. The Institute and the follow-up program have both shown that the selection of participants had been very successful, since an unusually large number of outstanding teachers had been chosen to participate. Our judgment is based upon the following facts. Several participants were highly motivated by their summer work and performed valuable research in their schools. Mr. Kopec's and Mrs. Brown's reports[24] were not the only projects of this kind. Mr. Franza's and Miss Jarmol's[25] research at two Long Island schools are further examples of worthwhile investigations. Furthermore, all the participants have implemented at least some of the new ideas discussed during the summer. It may be observed that only four class observations have been classified as indefinite or uncommitted[26] in light of linguistic or rhetorical concepts and even these classes contained a number of indications to the effect that a deeper insight into language matters had been acquired. Also, a number of participants felt that it was their responsibility to share their enthusiasm with their fellow teachers at department meetings and in school district reunions. Some of these participants even succeeded in having linguistic workshops conducted or linguistic lectures delivered.[27] As a result, the participants at schools in Cortland, East Meadow, L. I., Elmira, Odessa and Painted Post contributed to a broader dissemination of our ideas. Finally, several participants decided, after the Institute, that they wished to continue their graduate work. For some it was the beginning and for the others the continuation of studies that had been interrupted. Two of these participants are obtaining graduate assistantships at the State University College at Cortland and will pursue full time graduate work the coming year.[28] To conclude, it appears that the research, the application to teaching, the dissemination of information and the continuing growth all point to the fact that the Cortland Institute participants were outstanding young teachers with an earnest desire for professional advancement.

5.3 The competence of the Institute staff has also been confirmed by the present program. Without the enthusiastic participation and the unusual dedication of all the members of the staff, it would never have been possible to generate this long lasting interest in the ideas of the workshop. The staff residing in the area all participated at the Conference without remuneration and helped make the reunion a successful event.

5.4 This follow-up program made it also possible for us to appreciate the changes that our participants had undergone in their general attitudes to several basic issues. These new attitudes can be summarized as follows:

5.41 The participants of the Institute acquired a deeper insight into language. They no longer viewed the English language merely as a means of conveying thoughts but began to focus on the language because of its many ingenious devices and conceived of it as a system of infinitely intricate elements. This new attitude brought with itself many rewarding results. The teacher was no longer prescriptive in his approach. He now understood the nature of dialect variations better and was prepared to handle his students' dialect difficulties without hurting their feelings. Also, he would now guide his students in the grammar class to examine and to analyze the structure and not the meaning and never evaded a question about grammar, since he knew which principle was involved and how it could be solved.

5.42 The participants understood the relationship between linguistics and English language. Linguistics was no longer a mysterious science for them nor did they expect from it that it would provide them with a neat package, wrapped and tied, containing all the answers to our queries. Quite to the contrary, linguistics had become for them a set of theoretical notions which, if properly understood, would help them become better teachers of English language. However, neither the technical discussions of our Institute nor abstracts symbols or terms would be taken into the secondary classroom at face value and the few symbols and terms that must be used would be introduced to the students only after the concepts which they represent were fully understood.

5.43 The participants now agreed with us that a composition should never be an exercise in which the teacher only attempts to spot a number of obvious errors or makes witty or obscure remarks but rather one in which he helps his students comprehend the complexity of his task and guides them constructively to overcome the linguistic, rhetorical, logical, semantic, lexical, and mechanical problems of the composing process. The traditional teacher assumes that the child can easily shift from one problem to the other, as he goes over the composition with his student. The participants came to understand that it was far better to criticize in depth only few aspects at a time and to give limited attention to the mechanical errors in writing. All this would lead to increased self-assurance and produce more positive results.

5.44 The participants shared the staff's opinion that the inductive method was most appropriate for a language class. It allowed the teacher to explore with his students the linguistic issue at stake and to introduce the concept before teaching the technical term. There are, of course, circumstances where deductive teaching may be useful. Several participants used in fact the deductive approach, just as the Institute staff had done it too, to produce some variety, to go over some material that had already been presented or to give a fast presentation of a relatively easy lesson.

5.5 In addition to the change in general attitudes, the participants showed their understanding of many specific problems during this follow-up project. It would be too extensive to mention all of them here but it may be appropriate to single out a few. The author of the present report will therefore limit his discussions on the participants' understanding of three specific problems facing any New York State school teacher: (1) the teacher and the administrator, (2) the teacher and the curriculum, and (3) the teacher and the Regents' examination.

5.51 Being aware of the importance of the relation between the teacher and his supervising administrators, we had scheduled during the Institute six colloquia in which school officials of six different school districts would discuss with the participants a number of problems of common interest. These colloquia showed how cautious administrators are regarding changes to be implemented at their schools and how carefully they weigh every decision in the light of financial commitments. On the other hand, the colloquia showed that an administrator would not reject a reasonable plea for change, in particular not if the pleaders had valid arguments, if they made a strong case for it and were determined to fight for it. This follow-up project revealed that our participants knew how to propose changes and how to discuss with their supervisors which innovations were the most urgent ones. In many cases their pleas have been heard and changes have been made. Where no far-reaching changes were approved, the participants succeeded at least in doing experimentations in their own classrooms. The favorable results achieved in the classroom have aroused the interest of fellow teachers and important changes may indeed occur in those schools before long.

5.52 A curriculum cannot be changed overnight and it is a matter of aggressiveness, persistence, and above all patience to accomplish any significant change. Experimentations must first be carried out and favorable results be recognized. The success of an experimentation must be publicized, not only to fellow teachers but also to school administrators. If the latter are convinced that the new approach will achieve better results, a curriculum change becomes highly probable. The participants came to understand all this very well and the in-service training workshop conducted at a southern New York school is a case in point. A new seventh-grade curriculum guide was produced during the summer while the seventh-grade teacher was attending the Institute. Time and funds had been invested to produce a new curriculum guide and it seemed only fair that our participant, upon her return to the school, was asked to implement this traditionally oriented curriculum. Convinced that a curriculum without linguistic orientation would be unsatisfactory, our participant began to "sneak in" concepts and materials from the summer workshop. When the administrators became aware of the fact that the curriculum was not implemented as designed originally, they began to question the teacher's approach and audited some of her classes. The result was surprising. Despite the investment of time and money the department chairman and the principal "set her free to go on on her own." They went even further and allocated special funds in order to conduct an in-service training workshop so that other teachers might also be exposed to the linguistic approach. To be sure, not all participants could be expected to accomplish the same. However, the comments of most of them during the panel discussions[29] showed that nearly everybody succeeded to some extent to bring about certain changes at his school.

5.53 One of the major problems of implementation of new ideas in the upper grades appeared to be the administration in New York State schools of Regents' Examinations. It became quite evident during the present follow-up program that only very few teachers dare to experiment with new ideas when they are expected to devote all their time to preparing the students for a heavily literature-oriented examination. Only the boldest participants "sneaked in" some occasional units on language and most restricted the application of linguistics to English to their Non-Regents sections.

5.6 A short-term institute, such as the one conducted at Cortland, is a highly rewarding experience for all, students and instructors alike. A close-knit, well integrated workshop, and not merely a loosely arranged sequence of summer courses, seems to open many new avenues for instructional innovation at a great many schools. The implementation of new ideas is however greatly impaired if the institute instructors do not keep abreast with their students' failures and successes in their experimentations. It appears therefore that a follow-up program is a great necessity for any institute to be able to assess its impact on the participants and their schools. By maintaining contact with their participants for a semester after the termination of the Institute, the staff can determine the exact degree of implementation of the ideas advanced at the workshop. Expecting the visit of an evaluator, only very few participants will be unprepared and unwilling to show the applicability of the new approach. Quite to the contrary, they are flattered by the visitation and enjoy the opportunity to discuss their difficulties and to ask for assistance and guidance. The attendance of a post-institute conference, furthermore, is also a valuable experience because the participant can there impress his peers with his professional dedication and his desire for continuing growth; at the same time it allows him to meet again with the persons who shared with him the challenging experience of an institute.

5.7 A Follow-up program, necessary as it is, must be built on sound foundations. The performance of such a project requires, just as the institute itself, the staff and the funds needed for its implementation. The appropriate funding of both is an important condition for their successful performance.

5.8 The present follow-up report confirms what had been indicated tentatively in the Final Technical Report, that is, that the NDEA Institute for Advanced Study in English Language and Composition held at Cortland during summer 1968 was successful. Its success may be seen, not so much in the satisfactory completion of all the activities conducted during the summer but above all in the lasting impact it had on the participants and the schools in which they work. To summarize, the Cortland Institute was able to accomplish the following:

(1) the participants have implemented new ideas in their classrooms,

(2) they have carried out educational research,

(3) they have communicated their experience and their findings to fellow teachers,

(4) they have attempted, successfully in most cases, to share their enthusiasm with department chairmen and school principals, and

(5) they are continuing their professional advancement beyond the level

attained in the Institute.

The satisfactory performance of the Cortland Institute suggests that a short-term institute is a valuable instrument if an effective follow-up program can be built into its organization, so that the impact may be evaluated on the basis of the influence it has exerted on the participants beyond the duration of the training workshop. It is this kind of impact which will lead to a lasting improvement of our educational system.

Footnotes

[1] Rodolfo Jacobson, Final Technical Report on the Institute for Advanced Study in English Language & Composition, State University College Cortland, 1968.

[2] Ibid., Exhibits 2.2c-1,2,3; 4.4a-1,2,3; 4.4b-1,2.

[3] Ibid., pp. 16-35.

[4] Ibid., pp. 64-69.

[5] Cf. Appendix I, pp. 27-67 below.

[6] Jacobson, loc.cit., Exhibit 4.6c-1,2,3.

[7] A new issue of the Newsletter is presently edited by Mrs. Mary Jane Brown of Mexico, N. Y. She is planning to keep the exchange of ideas among participants alive by soliciting and publishing material on the application of linguistics.

[8] The teaching reports appear in Appendix I, pp. .... below. Names of participants, administrators and schools are kept anonymous for obvious reasons.

[9] Capital letters in parentheses are codes that have been used instead of participants' actual names to preserve anonymity. See Appendix I, pp........ below.

[10] See reports 10, 13, and 20, pp. 43, 48, 64 below.

[11] See reports 5, 12, 17, 19, pp. 36, 47, 59, 62 below.

[12] See reports 2,3,14, 16, pp. 28, 31, 53, 57 below.

[13] See reports 3, 14, 16, pp. 31, 53, 57 . below.

[14] See Appendix I, pp. 68-78 below.

[15] Mr. Jerome Kopec is English teacher at Endwell J.H.S., Endwell, N. Y.

[16] Mrs. Mary Jane Brown was English teacher at Mexico Academy, Mexico, N. Y. She is presently on leave of absence.

[17] Sister Loretta Marie Hoolehan is English teacher at St. Mary's School, Cortland, N. Y.

[18] Mr. Roger Test is English teacher at West High School, Painted Post, N. Y.

[19] See Appendix I, pp. 79-95 below.

[20] Miss Helen Jarmol is English teacher at East Junior High School, Brentwood, L.I., N. Y.

[21] Mr. Barry Swan is English teacher at Elmira Free Academy, Elmira, N. Y.

[22] Mr. John Prave is English teacher at Seneca Falls Central School, Seneca Falls, N. Y.

[23] See Appendix I, pp.. 96-116 below.

[24] See Appendix I, pp. 72-78 below.

[25] Mr. Franza, who was unable to attend the Conference because of an automobile accident, is preparing a linguistically oriented reading program for disadvantaged youth. Miss Jarmol has prepared valuable material on morphology from which she has drawn for her demonstration class.

[26] Cf. page .... above.

[27] Dr. Jacobson has lectured at Cortland (Board of Education), Elmira (Elmira City School District) and conducted an in-service training workshop at Odessa, all this as a result of suggestions made by participants. Mr. Iglio, a participant, has conducted a workshop in his Long Island school at East Meadow and Mr. Test, another participant, has given presentations at department meetings and at school district meetings.

[28] Mr. Swan has been appointed teaching assistant and Miss Duda has been proposed for a research assistantship, both at State University College Cortland.

[29] See Appendix I, pp. 96-116 below.

APPENDIX I

Teaching Reports

Conference Reports

Demonstration Classes

Panel Discussions

Teaching Report #1

Grade 7 Mr. K

Using a highly inductive approach, K led his students from the notion of syllabication, as they had learned it in their spelling classes in grade school, to that of syllable structure in the phonological sense. The transition from letter to sound did not involve any major difficulty and the children understood the peak and valley effect of the syllable quite readily. All of the students learned, quite effectively, that the vowel is the loudest portion in a syllable and that two vowel letters do not symbolize two vowel sounds but rather that they are a sequence in which "one vowel is doing the talking and the other is doing the walking."

Our former participant was using material from Stageberg which he had duplicated for class use. To help the students during their transcription exercise, he was projecting the vowel phoneme diagram on the blackboard. They all knew their symbols very well and were able to transcribe the words correctly and to count the syllables of each word. Some of the words seemed to present vocabulary problems but K. made it clear that while you study the sound, you do not have to worry about the meaning of the word. Some of the children, in particular a little girl, showed great dexterity in the use of the diagram and matched the sound in the word to be transcribed with the sound in the key word on the screen.

The teacher handled his youngsters extremely well. He was forceful and resourceful in his presentation and he was understanding and helpful during the work session. His application of segmental phonology to the teaching of Junior High English was effective and gave his low achiever group the satisfaction of successful participation in the English class.

In his second seventh-grade section K. taught supresegmentals to a second group of slow learners. His presentation here differed significantly from the previous one. He now was deductive in his approach and began the discussion of stress by examining the dictionary definition of the word prominence. I am not certain that the teacher's approach here was the most convenient one but I do agree with him that a variety of approaches must be tested out. His discussion of primary and mid stress, also based on Stageberg's material, made the children extremely self-conscious about the stress patterns which they were expected to use. In order to do well, they would use quite unusual patterns and would indicate hereby that they had not identified the the word in the lesson with the actual word in the language. The teacher seemed to interpret this stress variance as dialect variation or at least as idiolectic oddity. Otherwise, he would probably have insisted upon their using the word in context to avoid the unnatural stress pattern. Two pairs of contrastive stresses are worthwhile commenting upon:

1. /ɪ́ŋkwirɪ/:/ɪŋkwáirɪ/ The members of this sub-minimal pair suggest that the difference in the stress pattern correlates with the vowel change from I > ai . This fact should probably be pointed out.

2. /rómæns/:/romǽns/ The student who stressed this word on the first syllable was unable to stress it on the second and vice the versa. Seeing the proper transcriptions they would understand problem involved but without being able to produce the pattern which was unnatural to them.

This second class was also a good class although I had been more pleased with K.'s inductive approach in the first one. As I suggested this to him later, I believe that stress could be taught more effectively going from primary to weak and then to mid stress rather than proceeding by decreasing prominence. Above all, however, I would teach stress inductively, so that the students might discover for themselves the relative loudness of syllables and then be more natural in their production of stress patterns.

After classes we had the opportunity of engaging with our participant in a more general discussion of his work. His students, he explained, are very special inasmuch as nearly all of them are slow learners. In his approach this year, he is applying the principles which we discussed during the summer and which he explored further in his final paper. Almost all his students have reading problems; as a matter of fact, many merely have a third grade level reading ability. To improve their language, and in particular their reading ability, he had taught them phonology because he believes that a better knowledge of the English sound system will help them become better speakers and more fluent readers. The phonological units have been extremely helpful. Some students have made some surprising progress and have improved from fourth grade to sixth grade level readers in approximately six weeks. Others still have difficulties because their sound patterns are not firmly established and their ability of sound discrimination is inconsistent. But even the slowest students are improving.

The students found the phonological units easy to understand because they knew some basic facts about sounds from their study of phonics in grade school. The transition from phonics to phonemics is not a difficult one. K. will move on from here to morphology and will finally expose the students to a simplified version of IC analysis and sentence pattern analysis.

K. is also teaching composition to his seventh-graders. Obviously, they are not able to cope with long writing assignments. One composition of approximately three sentences each week represents the usual assignment. Each assignment centers upon one word. The students look its meaning up in the dictionary and then use the dictionary entry as starting point for their composition.

I found K.'s approach fascinating. He is showing, very effectively, how linguistic notions can be built into a slow learner program and be used successfully to develop in the students a greater linguistic competence.

Teaching Report #2

Grade 7 Mr. J.

Mr. J.'s students had evidently been exposed to different linguistic concepts during their classes. Four of such concepts had been written on the blackboard and in effect, the students were showing during the class that the terms phonetic, syllable, phoneme, and morpheme were meaningful to them.

J. centered his attention in the class on the notion -- not the term alone -- *structural meaning* and used plural and comparative suffixes as illustrations. Being reasonably certain that the concept was clear to them, he projected some Jaberwocky sentences from the Nebraska materials on the screen and had the students explore for themselves the implication of *structural meaning*. He first read the passage to them and using a very natural intonation, he attempted to make the following sample appear as meaningful as possible:

> Hodgely the snikest burks grinked. The burks sorked the
> brids and magled the skards. The borkest glors slinkly
> drecked the cloots. The glors wickled the cortest slanks
> goorly. The glors bloked the borest snarks.

As soon as the children's surprise at the lack of lexical meaning had faded, they began to see more clearly how inflectional suffixes and function words had structured the nonsense material. The teacher now instructed the children to classify the material avoiding grammatical terminology completely. They grouped the words under the headings *-est*, *-ly*, *-s*, *-ed*. Only one type of *-s* suffix was included in the sample because at this elementary stage the students were not yet ready to handle the other *-s* suffixes. They did the assignment extremely fast and also surprisingly *well*, and showed hereby how well they had understood the material.

The second seventh-grade section was centered basically upon the same material, although at a slightly more elementary level. The students had apparently been exposed to fewer linguistic concepts. As a matter of fact, the class today seemed to be the first of a series of classes on linguistics. J. began his presentation by giving his students a definition of linguistics as it appears in the Webster Students' Dictionary, i.e., "the study of human speech including the units, nature, structure, development of language, languages or a language." He elicited comments on the terms *units*, *structure*, *development*, and a *language* and directed their attention to the first one in particular. The discussion moved smoothly from sounds to words, sentences, and paragraphs. The word *bomb* was used to illustrate two things, first that it consisted of three "smallest units" /b/, /a/, and /m/ and second, that there is a difference between sound and spelling. The utterance /bamɪŋ/ was then used to show that this sequence can be broken down in two different ways, on the basis of meaningful units and on the basis of syllables. A meaningful unit was not always identical in form with the syllable, he explained, and the verb formed *bombed* /bamd/ which is a one-syllable word but consists of two meaningful units proved his argument. The smallest sounds, the children learned, make up words as well as suffixes, the former being concerned with the dictionary meaning and the latter with the grammatical meaning. In his transcription of affixes and words, J. limited himself to the symbols which the students would know from their dictionary study; hence, he transcribed *bomb* as /bam/, and the smallest sounds of this word as /b/, /a/, and /m/. From here, he made an easy transition to discuss the Jaberwocky material. The students showed themselves very interested in the material, although their first reaction, rather than surprise as in the earlier group, was sheer amusement. When this effect had subsided, some of the students made interesting comments concerning the usefulness of the material within the English class. Some of the children were convinced that the forms -ly ("how they did it") and *-est* ("most") were significant, whereas another could just not believe that a nonsense story, such as this one, would help anyone with the English language. She was later convinced of the contrary but the issue per se seemed to me quite remarkable.

The third class was conducted on the same lines as the previous one and requires no further comment. All three classes were for me a very pleasant experience. J. had shown, quite competently, that morphology has a place in a seventh-grade class and that the children react very favorably to it. The awareness of linguistic devices and the feeling for the way the language operates, if well taught from the early secondary level on, will contribute, without any doubt, to better language performance -- spoken as well as written -- in the higher grades.

After class I had the opportunity of discussing with J. some further aspects, all related to his teaching in general or otherwise of common interest to both of us. Asked to comment upon his teaching prior to my visit and also with regard to his future plans, he explained that the whole first marking period was devoted to a dictionary unit. The children needed training in the use of a dictionary because they had not been exposed to it recently. He was now beginning the unit on linguistics. He was not tied to any rigorous syllabus and could therefore use a highly language-oriented approach in his classes. At this point, J. was not yet quite decided as to what he should cover during the year. He is planning to do some work in morphology as well as in syntax. In the latter he will introduce IC cuttings and expose the children to sentence patterns also.

We now touched more specifically upon the material which he had used in his classes. The Jaberwocky was taken from the Nebraska materials. By having his students isolate the forms with -s endings, he had restricted the exercise intentionally to plural noun morphemes. He intended to discuss the third-person-singular-present-tense -s in the future. Another oversimplification of the grammar, which is however pedagogically justifiable, appeared on the table of inflectional forms where J. listed -ed and -ing as tense markers without clarifying the obligatory presence of be in the latter case and its absence from the former.

J. admitted that there was great variety in the pace at which he is presenting the linguistic material to the various sections. Obviously, the pace largely depends on the alertness of each particular group. Some of his groups are very bright, others are of only average intelligence and at least one is a group of slow learners.

It seems to be quite normal for any teacher to feel nervous or at least self-conscious at being observed. J. confessed that he had indeed been nervous at the beginning. He felt, however, that my observing him during several classes had helped him overcome nervousness. Methods teachers usually observe their cadet teachers only during a single class and often fail to get a complete picture of the situation. As a matter of fact, he had never been observed during an entire morning, when he was a student teacher, and he found my continued observation most helpful.

Our final topic concerned the teachers of his own department. Out of eight English teachers three have some linguistic background. Furthermore, the curriculum coordinator is looking favorably upon the experimentations which he and another former participant are performing. In short, the situation at the school seems to be very favorable for a gradually increasing implementation of linguistics in the English classroom. I was extremely pleased with my observations at the school and also with my conversations with some of the teachers and administrators. It became clear to me that the impact of new ideas is so much stronger if more than one participant is chosen from the same school. Two, or even more than two, stimulate one another more effectively and work more successfully toward the innovation of the program.

Teaching Report #3

Grade 7 Miss P.

This participant's classes were excellent demonstrations of implementation of structural grammar in the English classroom. In her first class she taught her students the clues which they were to look for in order to classify nouns and verbs. P. gave them the following clues to identify Class One words:

(1) -s/-es or 's/s'
(2) after the
(3) before the verb
(4) -er/-or or -ion/-ment/-al

Obviously, in (1) the teacher was focussing on inflectional endings, in (2) and (3) on position and in (4) on derivational endings [the first noun-forming suffix of the second group in (4) should actually be -tion]. Her emphasis was on form as well as on position. It might however be convenient -- within a structural approach -- to also mention the functional characteristics of the noun.

The clues to identify Class Two words were also four:

(1) -ed/-ing
(2) -ize/-fy
(3) can have helping words
(4) appears after nouns

Here, (1) exemplifies inflectional suffixes, (2) derivational suffixes and (3), (4) positional characteristics. The distinction between inflectional and derivational endings was made very clear but again the functional aspects of the word were not mentioned. This simplification of the material may of course have been intentional and P. may have wanted to leave functional considerations for a later class. She now gave the children some examples of Class Two words from the Nebraska materials, such as rushed, grabbed, landed and also the right forms of be. These examples are meant to illustrate the allomorphic variation of the past tense morpheme but P. did not discuss, nor did the Nebraska material for that matter, the phonemic differences between the variants. Following again the Nebraska materials, she pointed out how helping words could be inserted before the cited verb forms yielding, for example, has or had grabbed. This is of course an objectionable approach, since the past tense grabbed and the past participle grabbed are by no means structurally identical and the suggested approach might lead the students to produce verb phrases such as had chose and had wrote. It is of course not the teacher but the material which is here to blame.

From here, the teacher went into the discussion of the passive and showed her students how the sentences containing a certain verb type could be changed to the passive, whereas those containing other verb types could not. This led her into the distinction between transitive and intransitive verbs. Students now volunteered, mostly successfully, to suggest sample sentences which could be transformed to the passive, although a few like he is entranced by the movie appeared to me grammatically questionable.

During the latter part of the class, P. shifted to readings from James Street "Weep no more, my Lady." She asked questions about the content and elicited comments to check comprehension. The general discussion which followed largely centered upon the presence of dialect features in the story. She made her students aware of a number of unusual expressions characteristic for the regions of the United States which the characters of the story were from and also of dialect features which were not geographically conditioned. In other words, she exposed her students to regional variations on one hand and to social differences on the other. When she described Skeeter as a typical hick who would say ain't rather than is not, she explored at the same time her students' reactions to non-standard speech by asking them whether they disliked Skeeter to any extent just because he was speaking this way.

I was extremely pleased with P.'s class. It had been well planned and she was secure in her presentation. She achieved very good participation from her students, due in part to her own personality and in part to the mastery of the subject matter. Language orientation permeated all her teaching, even during the discussions of literature, and she aroused in her classroom a certain intellectual curiosity for language matters which, I feel, is very important for an English class.

I observed one other language class which started out on a somewhat more conventional model. Here, she used the seventh-grade text Language for Daily Use by Dawson, Johnson et al. (Harcourt, Brace & World). The lesson centered upon the choice of prepositions within a given prepositional phrase, e.g.,

The cat _______ the sofa is not ours.
He bought the house ________ Prospect Park.

It appeared to me that P. focussed here too strongly on meaning, whereas she could have handled this much better by using the concept of embedding a constituent sentence into a matrix sentence, e.g.,

The cat ( ) is not ours.
The cat is _______ the sofa.

In a third class P. taught -- quite similar to what she had done in the first period -- the clues which help identify words as nouns. During the latter part of this class, she had her students also work with prepositions but used this time the book The English Language by Nieman, Greiffenberg et al. (Harcourt, Brace & World). As she explained this to me later, she has avoided using the same material in each of the classes. It helps her to be more creative in her classes.

After the classes we exchanged our views on several matters of common interest, especially on teaching materials. As mentioned earlier, P. was using the Nebraska materials in most of her classes. With some groups she has been able to advance more rapidly than with others. Basically, she is satisfied with the Nebraska materials but is questioning, quite rightfully so, certain specific areas. The phonological unit, for example, appears at the end of the booklet and should therefore be taught after the morphology.

Many aspects of the latter, however, require some phonological knowledge. To correct this shortcoming, the teacher should discuss the phonological aspects as the need arises and then summarize the whole when she actually comes to the end of the book.

The use of various textbooks appeals to P. for the reasons given above. These texts are all structurally oriented -- some more and others less -- and the variety does therefore not make the teaching inconsistent. She might however expand the material to some extent and avoid hereby following the books too literally. This would permit her to update the linguistic quality of her materials.

I spent the rest of my visit in company of the school principal and the department chairman in view of their interest in an in-service training program to be conducted at the school. Both administrators seem to be very interested in a linguistic orientation in English and wish therefore to expose the department to new approaches. I consented to conduct this workshop in the spring. The chairman told me that a seventh-grade syllabus had just been completed when our participant returned from the Institute. This new syllabus was not linguistically oriented and she, as a result of her new interest, had requested that it be not implemented for the time being. An in-service training program would also expose other teachers to linguistics and a revision of the syllabus could then be planned.

The principal also showed particular interest in the problems of the slow learner and we both agreed that, to advance the latter in English, the instructor must begin at the level at which the student stands and work with him from there. It is a mistake for the instructor to place himself at an imaginary level of competence to which he intends to raise the slow learner. I referred to him some of my experiences from observing classes with rural non-standard speakers and suggested the possibility of improving their speech by analyzing their language from a linguistic viewpoint.

The interest at this school has been a rewarding experience and, without any doubt, it is a result of our participant's enthusiastic response to new ideas.

Teaching Report #4

Grade 7 Mr. R.

Mr. R. began his class by discussing a recent test about sentence patterns. In the test the students were asked to do the following: First, they would substitute appropriate lexical items for the sentence elements N, V, Adj, and Adv. The instruction "On your answer sheet translate the following sentence patterns into sentences" was somewhat misleading inasmuch as this suggested that each of the twenty lines represented a different sentence pattern. Second, the students would complete ten sentences by writing ADJ or ADV in the corresponding blank space according to whether an adjective or an adverb was required to complete a particular sentence. Third, they would substitute the appropriate symbols for the content words in the sentence. In other words, they would turn an actual sentence into a formula. Apparently most of the students had done very well. In fact, their responses showed that they were familiar with the clues to use in the classification and substitution exercises. I will briefly mention here some interesting examples which came up during the discussion.

One student objected to the sentence *Can a turkey eat a hen*? The teacher had to explain the difference between structure and meaning and show him that a sentence does not have to make sense to be grammatically acceptable. R. objected to the sentence *The acrobat jumped the rope into the sawdust* suggested by another student and said that the sentence was not clear and that one has to be precise so that everybody would understand the same. He admitted, though, that there was no actual doubt as to what was meant but it had been stated in an unacceptable way. I believe that our participant focussed here too strongly on meaning and that a greater emphasis on structure would have been more helpful. *Jump* stands at the borderline between transitive and intransitive and it seems unacceptable to use the verb both ways in one single sentence. *The acrobat jumped the rope* and *The acrobat jumped into the sawdust* are both acceptable but not the combination of the two. To produce a grammatical sentence, we may do one of two things: (a) use *jump* intransitively and add *over* to turn the direct object into an adverbial expression, i.e., *The acrobat jumped over the rope into the sawdust* or (b) use it transitively and add another intransitive verb to accompany the prepositional phrase, i.e., *The acrobat jumped the rope and fell into the sawdust*. *A family of Ireland* was suggested for N of N following the pattern of, say, *people of Ireland* or *City of Syracuse*. R. rightly objected to the proposed N of N construction but it remained somehow obscure why you would reject the first construction but accept the other two. Maybe, if we examine the relationship between the two N's, we might find an answer to our query. *Syracuse* seems to stand in apposition to *City* and so does, to a certain extent, *Ireland* with regard to *people*. The relationship between *family* and *Ireland*, however, appears to be quite different: it is partitive rather than appositive. If this tentative analysis is accepted, the teacher could explain, in a somewhat simplified version, why *A family of Ireland* is unsatisfactory. The final example of an interesting argument in R.'s class shall be the following. Students proposed three sentences for the formula *The N V Adv a N in N*, i.e.,

	The	N	V	Adv	a	N	in	N
(1)	The	man	watched	steadily	a	bird	in	flight
(2)	The	men	walked	quietly	a	gun	in	their hands
(3)	The	gun	shot	at	a	deer	....	

These examples illustrate, first of all, various different interpretations of what the teacher considered to be a single sentence pattern. Without considering here which sentence actually reflects the "pattern," we will agree that (2) is a very good sentence, whereas (1) is rather clumsy because of the occurrence of an adverb of manner between the transitive verb and the direct object. (3), on the other hand, is unsatisfactory, since *at* occurs in the adverb slot and *in N* is empty. Of the three sentences (1) turns out to be the most interesting example because it can be improved so easily either by reversing *V* and *Adv* or by substituting an adverb of time or place for the adverb of manner.

After the discussion of the test R. presented the new material. He suggested the sentence frame "The boys ________ speak well" and asked his students to fill the blank space with a *helping* word. As various helping words were suggested, the teacher explored with the children the meanings of each, first the lexical meaning and later the structural meaning. The latter presented some difficulties for the students because they failed to see the difference between, let us say, *the boys speak well* and *the boys do speak well*, *the boys spoke well* and *the boys have spoken well* and even between the occurrences of *have* in *I have a dog* and *I have spoken*. He had stirred up his students to consider all these issues but he would not volunteer the answers. He was handling his inductive approach extremely well and helped hereby the students discover for themselves most of the answers. Some of the questions, however, were left unanswered and the teacher asked them to try to find the answers and bring their solutions to the following class. I had some reservations, though, to some of the questions to explore. The students were expected to investigate, for example, why a verb form like *spoken* must occur after *have*, *speaking* after *be*, and simply *speak* after the other helping words. Their search for an appropriate answer might stir up confusion and obscure the understanding of the passive. Explorations of this kind may be conducted at school in the teacher's presence but could be harmful when carried out without proper guidance. This is of course a minor point; in general, I must say that this class was very rewarding and R. proved himself to be both an excellent teacher and a good grammarian.

The second class to observe was devoted to the adverb. The teacher provided his students with a working definition, classified adverbs as *how-*, *where-*, and *when-* words, that is, into manner, place and time, and discussed their positional flexibility. The positions which he singled out were before the verb as in "The boy _______ runs," after the verb as in "The boy runs _______" and sentence-initially as in "_______, the boy runs." He assigned first priority to the post-verbal position, second to the preverbal position and last to the pre-sentence position. R. used in this class Neil Postman's material to which the students responded well. He had changed here his tactics of presentation. The deductive approach seemed to be more appropriate for this class, since these children were somewhat slower in catching on than the previous group had been. Of course, the class was less exciting to observe but from the viewpoint of learning, I am certain, the teacher achieved his objective.

The third class consisted of very slow learners. The reading ability of some of these children was as low as first grade. Our participant had developed special materials for them in order to advance them -- mostly on a tutorial basis -- as far as they would go. The group was using a work sheet which the teacher had prepared and incorporated semantic elements into sentence patterns, e.g., (beauty and happiness) *The Adj N V* : The lovely girl laughed. Although they seemed to have some difficulty in writing their sentences, their major problem was their own lack of confidence in what they were doing. When the teacher called on a girl and asked her for her sentence, she was extremely confused and said nothing at first. Finally, she ventured to say: "I don't know how to make a good sentence." She obviously used a perfectly good answer in her response and I kept wondering, therefore, whether a great deal of the students' inability to "make good sentences" was actually their inability to believe that they could "make good sentences."

Asked how his students reacted to the language approach in his class, R. told me that their response has been very favorable. The usual response was "I like this English. It's different." This statement in itself is, I believe, an accomplishment. For a seventh-grader to realize that the teacher's approach is different and that he likes the way his teacher teaches shows how much the children themselves are longing for some new breath in English.

In his previous unit, R. had been concerned with the history of the language. He even included in this unit the discussion of sound shifts and gave his students a simplified version of Grimm's and Verner's laws. He is planning a unit on geographic dialects for his honors class and pursues the teaching of language in all his classes.

I was impressed with R.'s approach. His classes were competent demonstrations of how successful the inductive approach can be. The children, especially in the honors class, had made a tremendous effort to verbalize on language. At times, they did not fully succeed to get their ideas across but I could sense that they were aware of the issue involved. This participant has shown to me, clearly and convincingly, that the teaching of junior high school English should in effect take the direction I have been recommending quite emphatically.

Teaching Report #5

Grade 7 Mrs. S

Mrs. S. is using Neil Postman's book and seems to be quite satisfied with the material. However, she feels that the material could be presented at greater depth at times. To improve her students' writing mechanics, S. has them work at their spelling individually. They read the lessons in their spelling books (published by Follett, Chicago), study the material, each at his own rate, and test themselves, when they feel that they are ready for it. Their spelling has improved considerably as a result of this method.

I observed two seventh-grade classes in a journalism unit. The teacher had written an outline of a news story about a Soviet cosmonaut on the blackboard and now asked her students to write a one or two paragraph lead in which they would focus on the "when," "where," or "why" of the story and would use appropriate news story language. In each class four to five students would read their leads and S. would criticize their work. Their stories either lacked details or included too many facts. Some used language that was inappropriate for a news story or had missed the focus at which they were aiming. Finally, she asked her students to write a headline for their story and read this headline to the class.

The students showed interest in the class exercise although their performance was not always very satisfactory. They seemed to be gaining, however, greater awareness for focus and style as the class was progressing. The teacher, I feel, was a little too critical of her students' performance. Some praise, here and there, would have given the children more confidence in their own abilities. Also, language matters were not handled specifically enough. Her comment, for example, that the language in some of the stories did not sound like newspaper speech was too general to help students improve their style. Otherwise, the classes were effective and our participant always maintained good rapport with her students.

After the classes we discussed several matters of common interest. She told me that, even though her classes today were not strongly language-oriented, she had done some interesting work with structural orientation. In a number of classes, for example, she had her students discover the characteristics of a noun and a verb. She had used nonsense words in her classes and had her students make up nonsense words of their own. In fact, at the beginning of the year she had attempted to incorporate many linguistic notions in her teaching but -- as this had also occurred elsewhere -- she had had to back up to some extent. There was just not enough time to prepare effective additional material. S., however, is certain that she will do more language-oriented teaching in the future and, in effect, she is now planning on a unit in sentence patterning.

In the grading of themes, she has followed our recommendations, not to mark in red the students' papers but rather to attach her commentaries on a separate sheet. As a matter of fact, she is using for this purpose a special form on which she records the individual scores for central ideas and analysis, supporting material, organization, expression and literacy and she also makes specific commentaries. The students' reaction to this, however, has not been great. The seventh-grader, who faces so many changes in a secondary school, is unlikely to attribute any significance to this technique which, I believe, is very useful to show the teacher's willingness to help rather than to destroy.

In order to balance her classes adequately, S. has grouped her students according to IQ figures. Strangely enough, she still has advanced, average and low achievement students in each of her sections, although there seems to be a higher percentage of advanced students in one class and of average or low students in the others than this is normally the case. More reading is assigned in the top sections; however, the writing ability of these advanced students is at best average. Contrary to the belief of many researchers, greater reading ability does not seem to translate into greater writing ability. We therefore agreed that, to improve the writing, we must teach grammar explicitly in order to reinforce the knowledge derived from the reading.

The chairman of the English department, who had joined us for most of the conversation, is favoring a strong language orientation but recognizes that its implementation largely depends on the linguistic background of the teacher. Many of her staff members, unfortunately, do not have the appropriate training and still use textbooks with no linguistic orientation. Asked about my recommendations regarding S.'s teaching, I suggested that she gradually incorporate more language aspects in her classes and that she discuss, more frequently, the modern attitudes toward language. I praised the work which our former participant had done in the units on the history of the language and on dialectology and encouraged her to expand these topics further. Finally, I recommended that S. use, more systematically than she had done so far, the technique of breaking sentences down into kernels and reassembling them to seek grammatical and stylistic improvements in students' compositions.

My visitation to this junior high school was a pleasant experience especially because of the frankness and open-mindedness with which we discussed S.'s work and the teaching of English at her school in general. I am certain that all of us have benefited largely from this candid exchange of ideas.

Teaching Report #6

Grade 7 U.

I observed U. in a seventh-grade class in which she taught modification and coordination. She explained modification as a means to expand one of the basic patterns. The following were the basic patterns to be expanded:

Noun + Intransitive Verb (N - V-I)
Noun + Linking Verb + Adjective (N - LV - Adj)
Noun + Linking Verb + Noun (N - LV - N)
Noun + Transitive Berb + Noun [D.O.] (N - V-t - N)

The basic patterns were to be expanded by single words (Adj - Adv - N. A.) or by word group modifiers (prepositional phrases). To perform coordination, the students were to coordinate elements in a sentence or to coordinate entire sentences. The teacher now discussed the students' homework, in which they had been practicing coordination, and asked them to write some of their examples on the blackboard. She further requested them to write out the corresponding pattern formula, to separate the subject from the predicate by a slash between the two elements, and to encircle the coordinate conjunction, e.g.,

N_s	V-I	Coord. Conj.	etc.
I	swept	and	. . . . . .

To illustrate coordination and modification in the same sentence, a student would suggest an example, such as

N_s	Coord.Conj.	N_s	V-I	Adv(M)		Adv(P)
Jane	and	Sam	walked	quietly	through	the beautiful park.

Nearly all the examples showed good understanding of the principles involved and still I was not entirely satisfied with what the children were doing. I felt that their responses lacked spontaneity. In fact, they seemed to use language to fit it into the patterns artificially rather than intuitively produce sentences that illustrated those patterns. Also, in the class discussion I sensed an attitude somewhat different from what I had found in other classes. Instead of a spontaneous discussion between teacher and students, it was the teacher asking questions and the students merely answering them. Some of their answers, to be sure, were quite revealing, such as the one in which one seventh-grader described the technique she used to write an essay. Asked whether she thought of mofidication when writing an essay, the girl told that she would write down her thought first and then revise what she had written. This answer obviously confirmed my earlier impression that modification and coordination, at least at this initial stage, was not a creative activity for these children but rather some remedial work. As a result of intensive drilling, these children may of course develop a more creative attitude toward the processes of modification and coordination.

U.'s approach in grammar is evidently structural. At times, one perceives her earlier traditional orientation. I discussed this with her and she admitted it quite frankly. One of her interpretations which was particularly traditional was her analysis of the verb system and her classification of be as a linking verb. She justified her interpretation in a very sensible way. Her students, who had been exposed to traditional grammar in previous years, became very confused at the distinction between be and the linking verbs. It did not seem here worthwhile to insist on the structural interpretation, since the older view seemed to be so much easier for the children to understand.

I also mentioned to our former participant that she should try to have her children react more naturally, more spontaneously. They always seem to be so overanxious to do well that their speech becomes unnatural, at times. I suggested that she reverse her technique and have her students write an essay first and then draw appropriate examples from their writing to illustrate the grammar points which she intends to teach.

U. is without any doubt on the right track. Her enthusiasm and gradually increasing involvement in linguistics will make her teaching valuable and meaningful to students and fellow teachers alike.

Teaching Report #7

Grades 7 and 8 Mrs. A.

A linguistically oriented approach to the teaching of English is by no means an innovation in this school. The chairman of the English department has a sound background in English linguistics and has therefore required his teachers to use a language-oriented approach. "As a result of the NDEA Institute at Cortland I have been able to catch up," this participant responded to one of my questions, "whereas last year I had felt quite lost in matters of linguistics. You see all our junior high teachers use the language approach and now I am satisfied the way I can teach my lessons this year."

A. has taught a unit on the history of the English language in Seventh grade. She exposed her students to Old English and Middle English sentence patterns and correlated these to modern English constructions. She gave particular attention to the growing importance of position in Modern English and finally tied in Old and Middle English forms with modern spelling and pronunciation.

Earlier A. had taught, also in Seventh Grade, a unit on etymology. She gave her students words in various contexts to have them discover different shades of meaning. This led her to discuss dictionary entries as well as the objectives of a dictionary as such. Etymological considerations led her on to morphology. Derivational suffixes as a means to identify parts of speech were also discussed. These were later contrasted with inflectional endings. The notion of pattern was then developed and students were asked to expand them in their own writing.

A. feels that seventh graders in general are very favorably inclined toward language: they love language games. Because of its curriculum much more can be done in language matters in a seventh grade than in any other grade. However, some language work can also be done at other levels. In her eighth grade she started the year by reviewing form classes. Students were requested to identify the positions of words in a sentence. During this review period, students showed to have some difficulties with derivational endings and word comprehension. Upon completion of the review The Red Pony was assigned for reading. A variety of language exercises were then performed. The students had to examine the sentences and determine the sentence patterns. They also attempted to improve the sentences by rearranging them and did sometimes come up with surprisingly good sentences. At other occasions sentences were broken down into kernels. This was done at times by the teacher and at times by her students. On reassembling the kernels the students exhibited very specific stylistic peculiarities -- a possibility which had already been suggested during the summer Institute.

To summarize, A.'s work is highly language-oriented and very much in the spirit of what we explored during the summer. The fortunate circumstance of having a language-oriented department chairman has made it easy for A. to test out the summer materials. After six weeks of teaching she has not found, apparently, any obstacles in the application of the principles taught during the summer.

I observed a 20-minute portion of a seventh grade class. A. discussed with the children the position of nouns, verbs, and adjectives using test frames, such as

The ________ drank
The horse ________ fast, etc.

The children participated actively by suggesting words to fill the slots in the sentence frames. The children were particularly creative when suggesting words for the verb slot.

It was a good, structurally oriented class. The children seemed to enjoy playing with words and completing the frames. They occasionally suggested different frames from those written down by the teacher, who might at times have followed their suggestions more readily. Also, when the verbs were suggested -- some transitive, others intransitive or copulative -- A. might have taken advantage there to give her students some hints concerning the subcategorization of verbs. These, however, are minor points. The class as a whole impressed me as a competent performance and I was extremely pleased to see our efforts this summer so well rewarded.

Teaching Report #8

Grades 7 & 8 Mrs. C.

Today was obviously not an appropriate date to visit with Mrs. C. at her school. There had been riots at a nearby high school and the atmosphere at the junior high school was somewhat tense.

I observed C. in an eighth grade section to which she introduced the poem "anyone lived in a pretty how town" by e.e. cummings. She showed herself as an experienced teacher able to elicit from her children a wide range of responses. Despite the deviancy of cumming's stanzas the children interpreted the poem surprisingly well. The teacher read the poem to the students and then asked them to comment upon it in very general terms. Later, she distributed a hand-out with guiding questions to consider the more specific issues of the poem, such as the interpretation of anyone, he sang his didn't, he laughed his joy, someones, etc. Language matters were considered only incidentally as when she pointed out the definiteness in this poem of the indefinite pronoun anyone or the unusual use of joy as an object of laugh or the unconventional use of the plural someones, all this was handled quite traditionally. Her performance seemed to be devoted to two main issues: one, to examine the poem, interpret it and to see whether the children could defend their interpretation; the other, to point out to them that there are unconventional ways of saying things which do not follow the same pattern we ordinarily use. As a literature class it was a good one; from the language viewpoint and particularly in the light of our summer experience I was disappointed. There are so many language aspects which can be included in the discussion of a poem by cummings. I realize, of course, that the students were being exposed to the poem for the first time and that the teacher wanted them to grasp the meaning before going any further. And yet, a more linguistically oriented approach would have achieved this in addition to gaining a better understanding of the deviant constructions.

The time for an exchange of ideas between us was very short because of the unusual situation at the school. C. mentioned to me briefly her earlier work with the eighth grade, which included a unit on the history of the English language for which she had duplicated and distributed seventy pages of material to her children. She also admitted that she was quite free to teach her classes the way she pleased. In matters of grammar, for example, the eighth grade teacher is only responsible for the teaching of the notions direct object and indirect object. I commented at this point that this obviously gives her enough time to implement a language approach. The notions direct object and indirect object lend themselves extremely well to discuss form, position and function in structural terms. Apparently, she had not thought of this possibility.

In her seventh grade reading class C. did tie in some morphological material used during the summer but in general she seems to have incorporated very little of our approach in her actual teaching. On the other hand, she feels that the Institute this summer has done her much good because it permitted her to affirm her attitudes toward language and to defend them properly whenever challenged.

Among the other English teachers of this junior high school, especially among the younger ones, there seems to be some interest for our approach. C. has discussed with them many things informally and has shown them some of the materials used during the summer. I hope that in the future she will apply, and to a greater extent, the ideas which we found so exciting during the summer and that, after doing so, she will share her experiences with us.

Teaching Report #9

Grade 8 Mr. V.

I observed V. in two classes, the final part of one and the full meeting of another. In both eighth grade sections he was strongly language-oriented. He taught his students the processes of embedding and deletion and his approach -- as this can be deduced from the terminology here used -- was transformational. Using the sentence *The pink submarine that was dirty was cleaned*, V. showed which basic sentences were included in the sample sentence. If he was equating *basic sentences* with *kernel sentences*, he was wrong to suggest *The submarine was cleaned* as one of the three underlying sentences. In that case he should rather have suggested *Someone cleaned the submarine* and shown the development from the latter to *The submarine was cleaned*. In a broader sense, and especially at this very elemental level, it is of course feasible to consider *The submarine was cleaned* a basic sentence. V. proceeded from here, quite correctly, to show the various alternatives a speaker has to convey the ideas represented in the three sentences, i.e.,

(1) three sentences
(2) a matrix with two embeddings + deletions
(3) a matrix with one embedding + deletion and a relative embedding
(4) a matrix with two relative embeddings

However, it is the sentences which are embedded rather than the ideas; hence, V.'s interpretation that you start with three different ideas seemed to suggest that the initial operation is semantic rather than being syntactic.

In his other eighth-grade class V. discussed basically the same material but used different examples. He employed terms in his presentation which suggested both transformational and structural concepts. On one hand, he used the words *matrix*, *insert*, and *embedding*, and on the other, he spoke about *form class 1*. From a theoretical viewpoint the mixing of terms is somewhat startling but pedagogically speaking, it may be all right to retain the terminology of a different model, if the latter has been used during an earlier stage.

To illustrate embedding, V. used a sentence which presented a problem in the positioning of the adverb:

(1) Fred spoke to his friend who is studying French last evening.
(2) Fred spoke to his friend last evening who is studying French.

The students objected to the present tense in (1) -- they felt that the sentence should be rephrased as *Fred spoke to his friend who was studying French last evening* -- and to the occurrence in (2) of the time adverb *last evening* between the antecedent and the relative. The teacher suggested a juncture between *French* and *last* in (1) but the students still thought that it was not a good sentence. Their recommendation to change the tense would obviously have removed the awkwardness but would produce a different sentence. The only way of solving the problem in this particular sentence would of course be rearranging the constituents such that the time adverb were positioned sentence-initially, i.e.,

Last evening, Fred spoke to his friend who is studying French.

Discussing embedding our former participant explained that the elements to be embedded here must be inserted after the "Class 1 Word." It might have been convenient to also add the requirement that the relative pronoun be derived from a noun phrase that is identical with the antecedent.

A number of other embedded sentences were suggested and discussed and all of the examples as well as the discussions showed V.'s talent to promote an interesting exchange of ideas on English grammar between himself as instructor and his junior high school students. The topic of embedding also brought up the discussion of independent and dependent clauses and this gave him an excellent opportunity to tie in the relationship between transformational and traditional grammar. He did this very competently and removed hereby the confusion which the consideration of different grammatical models often generates.

V. discussed with me after class what he had done to promote a greater interest in language matters. First, he had begun to teach the form classes to his students and had identified them, in the Fries tradition, as classes 1, 2, 3, and 4. From there he went into the presentation, again from a structural viewpoint, of sentence patterns. Recently, he had made the transition to a transformational approach which, especially in the area of embedding, proved to be very useful. He told me that the children have responded favorably to his presentation and have shown understanding of the technical terminology unusually well. Since they are handling the terms so well, I agree that no harm has been done, although I do not always favor the use of these terms in a secondary English class.

V. is a very enthusiastic young teacher and transmits his enthusiasm to his students. They seem to enjoy talking about language and their observations, agreements and also their doubts lead them to greater awareness of the linguistic devices.

Teaching Report #10

Grades 8-9 Miss N.

The first class which I came to observe was semantically oriented. Miss N.'s objective was "to identify generalizations, assumptions, and inductive proof in argumentation." She used as material an essay on teenagers which was illogical and even offensive in order to provoke hereby strong reactions and to induce the students to class discussion. The essay also served the purpose to clarify such notions as opinion, judgment, facts, generalization, inductive reasoning, assumption. She handled her class extremely well and succeeded, by means of an inductive approach, in leading her students to the correct answer. Thus, the students arrived at the definition of, let us say, opinion as "personal statement of approval or disapproval" or of assumption as "something that cannot be proven nor disproven." When the concept per se seemed clear, N. led them to find out for themselves how it had been used in the essay. The term generalization lent itself extremely well, not only to find out where it had been used but also where it had been misused thus leading to faulty argumentation. The students learned hereby that a generalization supported by few facts is merely an opinion, -- and not a very valid one. Accordingly, to conclude from the three judgments,

teen-ager no. 1 is rude
teen-ager no. 2 is rude
teen-ager no. 3 is rude

that all teen-agers are rude is of course a fallacy and becomes hereby a "silly" generalization. This was a good class and the teacher received the spontaneous participation of at least one-half. The nature of the essay generated some very strong disagreement with the arguments set forth by the author. The reaction against the essay, however, never spoiled the rapport between students and teacher, which was excellent.

Shortly after this class I observed our former participant teaching a linguistically oriented class to one of her eighth grade sections. Before this second class started, I told her how well I had liked her class and that I was now looking forward to seeing her apply some linguistic concepts. I described to her briefly the applications of transformational grammar which I had observed in earlier visitations and she incorporated at once some of these ideas in her following presentation. N. dealt with one single sentence in this class, i.e.,

> After riding back and forth this way for a couple of times,
> we finally met at the same station.

She asked her students to break the sentence down into little sentences. Although she went beyond what would normally be considered the underlying kernels, she was quite successful with her approach. In fact, the above sentence was broken down into the following eight little sentences, i.e.,

(1) We met
(2) It was finally final
(3) We met at the station
(4) It was the same station
(5) We rode back
(6) We rode forth
(7) We rode this way
(8) We rode a couple of times

The teacher now told her students that these little sentences were actually quite uninteresting and that there were better ways of saying the same thing. Since the original sentence was no longer on the blackboard, the students now tried to reassemble the parts and produced various acceptable versions of which one was

> We were riding back and forth a couple of times before
> we finally met at the station.

Obviously, this way and same were missing, the participle construction had been dropped and the dependent-independent sequence had been reversed. Some of these differences were simply carelessness (this way, same) but others showed stylistic characteristics of the writer (lack of participle construction, clauses). Other attempts at writing a complex sentence were made and all of them showed very clearly how many grammatical possibilities there are for a single sentence and also how many stylistic variants there are for a writer to choose.

The language class had turned out an excellent demonstration of transformational concepts applied to the teaching of composition and the teacher without being fully aware of how linguistically oriented her class actually was, had given an excellent performance.

After observing N. in her classes, I discussed with her various matters of common interest, a pilot program which she was conducting, her own motivation to incorporate linguistic concepts in her teaching, and finally, her school and the English Department per se.

The pilot program. N. is conducting an experiment in reading with one of her eighth grade sections. The experimentation will last twelve weeks and its purpose is to advance a very low group in their reading ability. Each student is expected to read a book or an article under the teacher's guidance. The teacher will test his comprehension and if the post-test also turns out to be satisfactory, the student will proceed to the following reading selection. After the second assignment, he is tested again and is expected to have reached a higher reading level. N. has seen some progress already but otherwise, she cannot anticipate, at this point, whether her success will have any impact on the curriculum as such.

Motivation. After the Institute our former participant was highly motivated to incorporate some linguistic material in her classes. She has however found a certain difficulty in carrying out the incorporation of new material because her supervisors have asked her, again and again, to expand the syllabus by including a variety of topics, such as, a unit on punctuation, another on letter writing, and still another on oral interpretation. Also, she is required to submit, not only weekly lesson plans, but also extremely detailed semester plans. She showed me these plans which impressed me because of the quality and the care with which they had been prepared. Despite the time consuming administrative requirements, N. has produced some linguistic material which she is looking forward to applying in her classes if time permits.

The English department. Difficulties here can be attributed to two factors. There is no adequate sequence within the English curriculum. Each teacher attempts to cover too much every year because it has not been well established what specific material was taught the previous year and what is expected from him to cover during the current year. A sequential program is strongly needed. In addition, funds are extremely limited and as a result, the school cannot provide the teacher with all the materials needed during the year.

During a half-hour conversation with the English chairman and the curriculum supervisor, I gained the same impression about the school as a whole as I had received earlier from my talks and observations. The school has very limited resources and has therefore been unable to advance the teaching of English. The staff is too small to carry out any major reorganization and the academic training of the English teachers in this department is very traditional. In fact, they are quite unaware of the new trends in the teaching of English. I would like to see some efforts made at this school toward professional advancement. Otherwise I fear that teachers, such as N. who has been exposed to new ideas, may feel quite frustrated for her wish for continuing growth.

Teaching Report #11

Grades 8, 12 Mr. G.

Mr. G. first briefed me on his attempts to incorporate linguistic principles in his English classes. He had included a unit on phonemics in the program of his senior class. Most of the students found the study of sounds interesting and some of them even sought information beyond the normal requirement. Later this year he is planning to include also a unit on morphology. At times, he feels pressed for time but, regardlessly, he wishes to implement a linguistic approach wherever this may be pertinent. He has adopted a technique used by Mrs. Eleanor Harvey [NDEA Institute lecturer] by which each student would write, for a few minutes every day, on a topic of current interest and file his draft in a class folder. He would eventually come back to the same piece of writing in order to revise it, to expand it or even to further develop it into a full composition and then turn it in for correction.

In his eighth-grade class -- G. is teaching only one section of 8th grade English -- he discusses general attitudes toward language and develops in his students greater competency in English grammar. A new textbook with a fairly modern view on language matters has recently been introduced in junior high school. Although not highly linguistically oriented, the book does move into that direction.

I observed two senior classes in which our former participant discussed faulty sentences taken from the compositions of his senior students. He did not tell his students who had written the particular sentence and avoided hereby to embarass its author. The teacher asked his students to pinpoint the errors and to suggest improvements. The discussion of the first sentence *as a child the least little mistake was considered a crime* lasted the full period in this first class. The first reaction was that nothing was wrong with this sentence. A second attempt produced some comments regarding the punctuation of the sentence (a comma between *child* and *the*), the lexicon (the dropping of the redundant *little*), and the tense of the verb. G. accepted the first two suggestions but rejected the last one as irrelevant. Interestingly enough, no one had proposed any syntactic improvement. The teacher directed therefore his students to the *basic ideas* or *thought units* in this sentence. The thought unit *as a child* was eventually expanded to an entire sentence. Searching for an appropriate subject for the expanded sentence, the students realized that there was *doubt* as to which word might function as a subject, since no human noun occurs in the second thought unit. The students understood that they had stumbled upon the crucial error and could now revise the sentence more effectively. G.'s approach was good, although somewhat too semantic in its terminology. I would stress the notion of *grammatical structures* rather than *thought units* and strive directly toward the identification of kernel sentences. Also, I would begin with the nuclear part of the construction, that is, with the matrix sentence. The consideration of *the least mistake was considered a crime* would lead at once to its active counterpart *somebody considered the least mistake a crime*. On the other hand, the embedded phrase *as a child* would lead to the expanded sentence *somebody was a child*. The students would now discover that the first *somebody* has a different referent from the second *somebody* which rules out the embedding as well as the deletions. The crucial error of the sentence having been identified, the students would now attempt the revision and propose, I hope, sentences, such as *when I was young, the least mistake I made was considered a crime* or *the least mistake I made as a child was considered a crime*.

In the second twelfth-grade section, G. concerned himself in a similar way with the identification of errors and revision of the sentences. Rather than analyzing one sentence exhaustively, he this time tried to cover a set of six sentences. The students in this class showed much more awareness of available options in language and were much more interested in the class. Their comments were appropriate and these helped them identify doubt, lack of parallelism, absence of predication, run-together constructions as the crucial errors in the sentences in question. The class did however not get beyond the point of error recognition. The teacher would have to take them from here to discuss the revision of sentences at some other time.

To summarize, G.'s approach was interesting and worthwhile. G. is assessing the problem correctly because the poor sentence best illustrates what the writer has done wrong and what he should have done to write a better sentence. G.'s classes have shown that even the average student has merely a vague intuition as to what is good or bad. He is usually unable to pinpoint the error, let alone to revise the sentence. He would rather write a new sentence in the expectation that this time he would produce a sentence acceptable to his teacher. A considerable amount of guidance is necessary for the student to become consciously aware of the linguistic devices in his own language.

I was very pleased to find G. so deeply committed to the application of linguistic principles in his classes. He is certainly on the right track and I am looking forward to hearing more from him about his experiences on the improvement of writing.

Teaching Report #12

Grade 9 Mrs. I.

The day of our visitation -- Mr. Stokes [NDEA Institute Instructor] and myself -- had been chosen to administer tests throughout the school; as a result we were unable to observe Mrs. I. in her classes, a circumstance which we are deploring. On the other hand, we had extensive opportunity to discuss matters of common interest with her and also with the principal and the department chairman for which we are grateful.

Our former participant has not yet used any language material in her Regents courses but she expects to do so in the near future. In her Non-Regents classes she has used a language-oriented source based upon structural criteria. Her students have learned to identify the parts of speech by searching for grammatical markers and to write out sentences by interpreting sentence formulae. The symbols used in these formulae were her own. The children, she stated, love to fill in words in the appropriate slot; it is like a game or a puzzle for them. A typical formula which appeared in one of the assignments was:

S NP + NP + VB + adj, but + P (3rd p. pl) + VB + adj

in which NP stands for a proper noun, VB for a form of the verb be and adj for adjective. Responses varied from good to poor and the response John and Jones were gone but they were found obviously showed that some of the children, at least, were still far from an appropriate identification of sentence constituents.

The English department is presently engaged with the search for a new textbook series. The old textbooks are to be replaced and this is obviously an excellent opportunity to select some linguistically oriented material in order to improve the quality of the English class. The department is open for suggestions, Mrs. I. told us, and we shall therefore try to recommend an appropriate series in the near future. Presently, she is using some material from workbooks which, although not specifically designed for the linguistic approach, do lend themselves to it. She often presents material from the book, then expands it by supplying a more linguistic orientation and finally returns to the original examples.

I. feels that there is need for an in-service training program. Most teachers at this school are interested in learning more about linguistics and so are many teachers from the neighboring areas. This point was taken up again during my conversation with the principal and the department chairman.

My conversation with the principal of the school, mostly centered on the study of linguistics as an abstract field of inquiry with nearly mathematical formulation and its application to English. He thought that the use of a strict linguistic model rather than a general semantic approach would be confusing to the children. Moreover, he feared that the application of such a model by teachers who were not secure enough of what they were doing might actually constitute a danger. I hope that I succeeded in convincing him of the opposite in each case. The mathematical background of linguistics is of concern for the specialist alone. The teacher would have to know some of this theoretical background but would, by no means, teach his students the abstract, theoretical notions nor overwhelm them with the technical terminology. I pointed out to him that in the Institute we had always insisted on an integration of theory and practice and that we had stressed that it was the underlying concepts and not the terminology per se which we were interested in.

In our conversation with the English chairman, we discussed a number of interesting matters, such as a modern poetry workshop to be conducted at her school, a sequential composition workshop during the summer and the possibility of an in-service training program. It was, above all, the last one which impressed me as an interesting possibility to advance the local teachers and others from neighboring areas in the knowledge of linguistics. I suggested that such a program should be incorporated as a first week activity into the Sequential Composition Workshop and the workshop members could then examine the composition sequence in the light of linguistic theories. I was extremely pleased with our exchange of impressions and am looking forward to hearing more about the various projects.

Teaching Report #13

Grades 9, 12 Miss H.

The ninth-grade class which Mr. Stokes [NDEA Institute instructor] and I observed during our visit centered upon three short compositions which H.'s ninth-graders had written. The samples were so chosen as to contain a great variety of elements that might fruitfully be discussed in a composition class. The teacher first had the author of the composition make some comments on his own work, hoping that these would lead to the recognition of some of the errors and to the revision of the writing. Other students would later fill in and H. would finally summarize the observations and complete the analysis. The authors suggested haltingly some possible errors. Their hesitation may have been a result of their being exposed to their peers or of not knowing what was actually wrong with their writing, perhaps a combination of both. In any event, students and teacher agreed upon some of the weaknesses of the compositions under consideration. The first one was found to be lacking a proper introduction. There was no unity in the composition and no topic sentence had established what was to be discussed. Obviously, a comparison was intended but it was not clear what the other term of the comparison actually was. As far as syntax was concerned, the faulty use of *her* in *her wedding cake* and the absence of the subject pronoun before *seemed* were then pointed out. The second composition was mainly rejected because of the author's inability to express in writing what he actually meant. The clause *but some parts like the two convices were fighting* did not make any sense to the critics. Furthermore, the students were concerned about the misspellings, such as *convices* for *convicts*, *eving* for *evening*, *sceanery* for *scenery*. In the last sample they objected to the way the author has chosen to match the introductory sentence with the conclusion. They also felt that the composition was not long enough and should carry more details. Misspellings were also stressed here, in particular the spelling of *affect* for *effect*.

The matters brought up during the discussion showed much of the conventional approach to composition despite the effective starting point. It is certainly convenient, especially in a slow learner section as this teacher's ninth-graders, to begin with the students' own language and to try to discover with them what is wrong with it. It might have produced better results not to identify the authors. The participant who had used a similar approach kept the writers anonymous and achieved hereby more participation in the discussions. Also, three complete compositions, however short they may be, are likely to contain more material than can be handled in a single class. The abundance of errors may in effect prevent the students from finding them. Maybe a list of five or six representative sentences would be more appropriate. The starting point, however, -- I repeat -- was adequate, since the discussion of their own language should appeal even to the most uninvolved. The next step should obviously be a linguistically relevant analysis of the students' writing in order to specify which operations they performed to achieve the faulty construction and which others they should have performed instead. Matters, such as unity, cohesion, and explicitness, I feel, cannot be fruitfully handled, unless the students have solved their language problems first. Many sentences will begin to make "sense" as soon as the right language rules have been applied. Misspellings, on the other hand, are easiest to discover but contribute least to an actual improvement of writing.

The second sentence of the second composition may serve as an example to show what linguistically relevant aspects should be brought up. The sentence *the story wasn't too bad but some parts like the two convices were fighting; "it just didn't look real to me."* could be broken down into several simple sentences (not necessarily kernels), such as

(1) the story wasn't too bad

(2) some parts ....
(3) (like) the two convicts were fighting ....
(4) it just didn't look real to me

the following discussion would have brought out that some parts (2) is dangling without any predication but that the presence of but seems to suggest that the missing predicative adjective should be good. Consequently, the second sentence could be given as some parts weren't too good. The two convicts were fighting is also somewhat incomplete because of the missing adverbial. If this sentence is to be embedded, then the embedding must be justified by means of the relationship between the receiving and the contained sentences. To show this relationship, we might want to expand the sentence to the two convicts were fighting in one of these parts. It would also become evident that the number agreement was mistaken: some parts suggests at least two parts, whereas only one is actually stated. Another incorrect number agreement would be discovered in sentence #4 in which a vague it goes back to the plural some parts. A restatement by the students of the sentences needed for the embedding could have been the following:

(1) the story wasn't too bad
(2) some parts weren't too good
(3) the two convicts were fighting in one of these parts
(4) .... in another part
(5) these parts did not look real to me

The reassembling of these sentences into one complex sentence, after a second unrealistic scene had been supplied for #4, could have produced the sentence the story wasn't too bad but some parts of it, such as the one in which the two convicts were fighting or the other in which .... weren't too good; they just didn't look real to me.

Many instances, such as these, could have been found and would have made this class extremely rewarding. I am certain that some further exposure to linguistics will help H. in her future composition teaching.

After discussing the compositions, the teacher assigned a new writing topic. The students were to discuss in writing the current procedure of electing the president -- it was election day -- and to state their own position in this matter. H.'s pre-writing experience was done in the spirit of what we had often discussed during the summer. She made the students aware of the difference between the popular and the electoral vote and also of the fact that the electoral vote may no longer be a pertinent procedure in this country. She suggested that the students look up some information and talk the issue over with their parents before doing any actual writing. H. may have placed too much emphasis on the students' own investigation. At least one of them felt that his parents did not know anything about this topic. In view of the limited knowledge of a slow learner group such as the one observed here, it may be convenient to provide these students with more factual information to ensure better results.

After the class we still had some time left to talk about H.'s implementation of linguistics in her classes and also about her work in general. She had done some work in phonemics and wanted to introduce some morphemics later. In addition, she has presented a unit on the history of the language. In her senior class our participant has emphasized writing. In her students' compositions she only marks the parts which can be improved upon but avoids making any destructive criticisms at the margin. Instead, she writes out lengthy commentaries at the end of each essay, such as Mr. Bourdette [NDEA Institute instructor] suggested in the workshops. It is better to praise the qualities of a composition than to bear on its weaknesses. Besides, H. has found that students usually do not read the marginal notes but are interested in the critical comments in which the teacher discusses the work as a whole. I suggested that she attempt to keep the comments on language matters apart from those on rhetorics in order to pinpoint more precisely the areas which need improvement.

Our participant had originally attempted to apply most of the notions discussed at the Institute but was trying out too many innovations. She ultimately became somewhat confused and had to back up to some degree. She is not feeling secure enough as yet to implement the linguistic approach in every phase but she will increase the implementation gradually as she becomes more secure in the field. The other English teachers at the same school are more literature-oriented. They do not teach grammar per se and seem to feel that a literary orientation is superior to a language approach. As a result, H.'s twelfth-graders feel sometimes concerned about the fact that they are discussing grammar with their teacher, whereas the other seniors devote all their attention to literature. In general, there appears to be very little interchange between the rest of the English department and H. even teaches her classes in a different building from that of her fellow teachers.

During the remaining time of our meeting H. asked us a number of questions concerning her future implementation of linguistics. She seemed to be very interested in increasing the amount of such implementation and I was very happy to answer all the questions I could to clarify her doubts. The issues which we discussed were mainly the following:

1. Rather than starting with the phoneme and moving up, one should begin with the sentence and move downward. It is more meaningful for the student to examine his own sentences so that, if time does not allow an extensive treatment of language matters, they will still have benefitted from the study.

2. Language can effectively be tested by breaking the sentences down into kernels, reassembling the kernels, working with branching tree diagrams without the use of grammatical labels if necessary, and carrying out several types of transformations.

3. The discussion of non-standard forms should lead to the appraisal of usage, levels of usage, correctness, etc. All this is useful to build up appropriate attitudes to language. The history is not very meaningful to slow learners, who ignore the most important devices of the present-day standard language. Of course, non-standard forms can, as Fraser pointed out, fruitfully be related to some aspects of the historical development.

At the conclusion of our meeting H. reassured us that she continued being very interested in linguistics. Since there was no syllabus to which she was committed, she was willing to work with language in her classes but she occasionally needed help to do it. I told H. that I would be very glad to give her this help whenever she requested it. It was a very worthwhile experience to discuss these matters in such detail. Both Fraser and I felt that more linguistics will gradually be applied at this southern New York school.

Teaching Report #14

Grade 10 Mr. D.

It was an exciting experience to walk into an English classroom of a Central New York high school and find the teacher intensely involved in discussing transformational grammar with his tenth-graders. Mr. D. proved himself to be a very good teacher, secure and forceful in his presentation and above all enthusiastic about the application of linguistics.

I observed the last portion of one class and the entire meeting of the following one. In his first class the teacher discussed the sentences the chairman starts the meeting and the chairman will start the meeting, first by using a branching tree diagram and later by writing out with his students the linear description. The students showed a great deal of interest and worked actively in D.'s class. The symbolic representation of the string seemed to involve no difficulty nor did the phrase structure rules on their handouts. They handled both with competence. The rules had been chosen well except for two which should have been stated differently to avoid possible confusion at a later stage, one, the rule Aux → (Modal) + TN can be improved upon by reversing elements of the output, and two, the rule $\text{MV} \longrightarrow \left\{\begin{array}{l} \text{be + Pred} \\ \text{V} \\ \text{V + (Adv)} \end{array}\right\}$ is stated more correctly and also becomes more simple by deleting the third option and by having (Adv) as a common option for both, be + Pred as well as V, i.e.,

$$\text{MV} \longrightarrow \left\{\begin{array}{c} \text{be + Pred} \\ \text{V} \end{array}\right\} \ (\text{Adv})$$

I discussed this minor point with our former participant after his class and he is modifying his rules accordingly.

At the beginning of the following tenth-grade class the principal and two English teachers joined me as guests to observe D.'s performance with me. I was impressed by their interest in acquainting themselves with D.'s teaching so as to judge for themselves whether the linguistic and rhetorical approach was indeed better than traditional teaching. Judging from their comments I believe that he is convincing them.

D. had designed his class such that it would illustrate both the implementation of rhetorical and that of linguistic principles. For the former, he used Christensen's approach to paragraph structure. The students supplied a topic sentence and following Christensen's code the teacher assigned two paragraph structures, 12233 and 12323. The students, who were familiar with Christensen's numerical classification, now suggested subordinated sentences for each of the two paragraphs. The sentences, which they proposed, showed clearly that they understood the process of internal rather than additive expansion. When the teacher changed the order of the sentences, the students again had no difficulty in reclassifying them in view of their new internal relationship.

In the second part of the class D. taught again some transformational material. The material was similar to the one taught to the previous class but slightly more elementary. The sentence the child can see the monster was explained on the basis of its corresponding branching tree diagram first; the phrase structure rules were then written out. Again, the students understood well what they were doing and seemed to enjoy the graphic symbolization of transformational rules and diagrams.

After the class, D. took me to the faculty lounge where the chairman and five or six English teachers joined us for an informal gathering. Most of the conversation was carried by the chairman and myself. I am transcribing our dialog as I remember it.

Ch(airman): This department is always open to new ideas. We are interested in suggestions from administrators as well as academicians. Three years ago there seemed to be some indication that the State Education Department might make some specific suggestions as to what grammar we should teach. We have heard nothing since.

R.J.: This is unlikely to occur. A specific linguistic approach can hardly be forced upon the teacher. His acceptance of a given approach is too closely related to his successful performance as a teacher. The wrong emphasis would be most unfavorable. I have always stressed in my Institute the importance of an eclectic approach. If the teacher has been exposed to various grammatical models, he can then make his own choice and implement linguistic principles in the light of the approach which to him seems most appropriate.

Ch.: One of the factors which has delayed the application of a linguistic approach at our school, and also at many other institutions, is the difficulty of understanding linguistics through readings in the field. Most articles and books are too specialized for the uninitiated to understand. As a result, we have not been exposed to modern trends; we are traditionalists because the traditional approach is what we know best. However, we are not satisfied with what is being achieved by traditional methods.

R.J.: If progress is to be achieved, we must acquaint ourselves with the theory which is always quite abstract. There is just no way of applying any new approach without prior theoretical involvement. This is where the importance of teachers' training institutes lies. The intensive work in a summer institute during many hours every day is probably the only sound solution of the problem. Individual summer work at colleges or universities adds more to the confusion than what it solves. In-service training programs help to some extent. I have proposed to the Board of Cooperative Educational Services a program to be conducted in fall 1969 which shall involve the Cortland County schools and which will focus on the theory as well as the application of linguistics. Similar in-service institutes could be conducted here and elsewhere.

Ch.: I recognize the need of advancing the English teacher because the situation today has become very difficult. Fewer children speak standard English than ever before. It has become increasingly difficult to handle this situation.

R.J.: This, of course, brings us to another problem in our schools. How should we approach the non-standard English spoken by many of our children? Recent studies have shown that non-standard dialects have their own merits; they are complete systems which cannot be rejected simply on grounds of ungrammaticality. The modern child who is a speaker of non-standard English must be made aware of the fact that his dialect is indeed acceptable in the proper environment. At school, however, he is expected to learn a different dialect, that of Standard English, the English of the educated speaker.

Ch.: I cannot recall that we faced this problem in the past. Children did not have any difficulty in an English grammar class. More students, I suppose, then studied Latin and this made the learning easier. Children don't take Latin any more, however.

R.J.: Latin was definitely helpful in a Latinate English grammar class. Today we would rather not have English distorted this way. In a modern English class Latin is no help except for a greater awareness of linguistic devices in general.

Ch.: Is Cortland presently concerned and actively involved in demonstrating the applicability of linguistics to the teaching of English in New York State schools?

R.J.: As a linguist and a trainer of teachers I am personally interested in this aspect. The English Department at Cortland and the College in general is giving me all the assistance I need to carry out this objective. Accordingly, we might say that SUC Cortland is promoting a linguistically oriented attitude to the teaching of English language.

At the conclusion of our stimulating reunion, the chairman addressed herself to D. suggesting that he, in the light of our conversation today, give a presentation of the linguistic approach at a department meeting and specifically, that he discuss there the implications of transformational grammar for the teaching of English. He was pleased to accept this invitation.

I had a few more words with D. before leaving. He shared with B. (see page 60) the concern how the implementation of linguistics and rhetorics could best be integrated in the program. I also share their concern and believe that this matter should be discussed during the general meeting in December. Probably a closer look into current syllabi might suggest ways how to approach this question more adequately.

I was very pleased at my visit today. D. had performed extremely well in his class, the principal, the chairman and the teachers had shown an unusual understanding for our objectives and finally, the possibility of implementation at their school seemed to be very encouraging.

Teaching Report #15

Grade 10 Mr. F.

I observed Mr. F. in two tenth-grade sections which represented an extremely interesting contrast. The first one was a class of advanced English students who displayed a surprising understanding of rhetorical devices and the second one a class of quite unsophisticated youngsters who moved at a very slow pace. Both groups were interesting to observe and the teacher did a superb job of adaptation in both.

In the advanced section F. began to review the devices which would ensure coherence, such as order of sentences, transition, pronoun reference, repetition and parallelism. He elicited responses and comments from his students who contributed willingly with their knowledge. After the review the teacher introduced some new subject matter from the duplicated material which had been distributed. F. discussed point of view and only few clarifications were needed for the students to understand the implications of tone, person, tense and number. The discussion of voice generated interesting language-oriented comments by the teacher and the students. The definition given of voice impressed me as somewhat superficial as the generalization of active containing a subject that acts and that of passive containing one that is acted upon does not possess overall validity. Voice, it seems to me, is more readily explained on the basis of its formal characteristics be + en, by, and the reversal of noun phrases. The teacher's suggestion that the passive construction only involves an interchange of subject and object is questionable. Rather than giving the students the example of

S	V	O
Larry	won	election
Election	was won	Larry

I would suggest the following:

S	V	O	PP
Larry	won	(the) election	
(The) election	was won		by Larry

When the sentence the dog ran home was supplied by one of the students in order to perform the passive transformation, the ungrammatical the home was run to by the dog resulted. This showed, of course, that the students had handled the operation on a purely mechanical level without considering the verb category to which this operation is restricted (transitive verbs). The teacher clarified some of the doubts toward the end of the class by comparing the dog ran home with Larry won the race and the dog ran back/away/fast. However, it was interesting to note the naivete with which the students handled a relatively simple language matter, such as the active-passive transformation, and to compare it with the high degree of sophistication with which they had discussed the rhetorical devices before. This suggests that more work in language must be performed here in order to match the awareness of rhetorical devices with linguistic ones.

I was very pleased with F.'s class as a whole. He handled his students extremely well and achieved excellent feedback. He showed a great deal of security in the presentation of his subject matter. A certain degree of formality, characteristic of his teaching, induced the students to concentrate on their work and participate actively.

The lower track of the tenth grade was a language oriented class in which F. had discussed the more general aspects of English. He had used Stageberg's material concerning the classification of words as nouns, verbs, adjectives and adverbs on formal grounds. At a later stage he was going to discuss positional and functional criteria. Our participant was presently engaged in the discussion of the verb and his students had some difficulty to correlate the verb inflections with the forms they actually used in their speech. He told me that he had taught this material deductively. I therefore suggested that it might be worth trying an inductive approach here. The proper context might help the students discover for themselves the distinctive forms of the verb paradigm and the material would then become more meaningful to them.

The class did better than expected. The students suggested a variety of sample sentences to illustrate the set of inflectional forms of the verbs bite, keep and freeze. Most examples were quite pertinent, however a few interesting issues came up:

1. The sentence I was bit yesterday should not have been accepted as an instance for the past tense of bite. Obviously, bit is here an alternative for bitten and it is only the whole verb phrase which is identifiable as past, that is, past tense of the passive voice, but bit in isolation is of course a past participle. One of the children proposed the boy bit the man every day, which F. first accepted as an alternative for I was bit yesterday but which he later erased.

2. A minor problem arose when to keep and I can keep were contrasted. The former was identified as an infinitive, the latter as a helping verb + stem sequence. The inconsistency arises from the conflicting analyses by which the data had been handled. Evidently, the term infinitive suggests a traditional approach and the term stem a structural one.

3. During the discussion of keep the sentence the boy was to earn his keeps was suggested as another example for the third-person-singular-present tense. This suggestion proved to be extremely valuable and the teacher handled the functional overlap very competently.

4. Two alternate examples were intended to illustrate the use of the past participle of freeze, i.e., the boys had frozen their toes yesterday and the boys had froze their toes yesterday. The difference between frozen and froze generated a very interesting discussion regarding correctness, usage, levels of usage, and standards. F. guided the students well in their discussion, who arrived at a very acceptable viewpoint by means of their own resources.

Obviously, items 1 and 2 were minor points but worthwhile to be mentioned here. Items 3 and 4, as well as several other aspects which I have not discussed specifically, show that F. is handling his classes competently and has integrated in his teaching a considerable amount of the notions which we stressed during the summer.

A short talk with the English chairman confirmed what I could have inferred from F.'s performance. The school is pleased with having one of its teachers experiment with new ideas in his classroom. The success of such experimentation will be significant for all the teachers of the department in view of the trend which the teaching of English will ultimately have to follow.

Teaching Report #16

Grade 10 Mr. M.

I was only able to observe Mr. M. in one single class which did not turn out to be too satisfactory for two reasons over which he did not have any control. First, my visitation on a Thursday fell into a strangely disrupted week: Monday had been a holiday (Veteran's Day) and Wednesday, a snow day. Second, the class which I observed was a reading class for slow learners and it was difficult for the teacher to demonstrate there how he had applied linguistics in his teachings. He told me later that he had incorporated some linguistic notions earlier in the course by exposing his students to suprasegmental analysis. He had tied in stress, intonation, and juncture with punctuation and this had improved their reading ability to some extent. His class demonstration, however, showed only to a small degree that the study of suprasegmentals had actually been helpful. During the class M. would ask his students to read passages from a story and do it as naturally as possible. He reminded them to take into consideration all that which they had learned about English stress and intonation. He had them read the story at first in silence and then aloud. He only made occasional comments about the length of certain sentences and the lack of punctuation in others. At times, he failed to give his students the help they needed, for example, when one of the class used a sustained juncture where this was grammatically unjustifiable, i.e.,

.... went together back # of the cabin.

The student eventually corrected himself and reread the passage as

.... went together # back of the cabin.

A commentary from the teacher would have been to the point here.

M. kept reminding his students of contours, junctures, and unnatural intonations but I wonder whether these comments were very meaningful to the class. The students would often read quite haltingly. This impressed me as if they did not understand what they were saying, however M. did not check their comprehension. Altogether, it was difficult to judge from this class whether the linguistic approach here had been successful or not or whether it was merely the group as such which had been irresponsive to the teaching.

After the class we had some opportunity of exchanging our impressions. Originally, M. had planned on teaching or beginning to teach a linguistic unit in order to demonstrate how some linguistic concepts could be incorporated in the teaching of reading but the suspension of classes the day before had spoiled his plans. More generally speaking, he had indeed incorporated some linguistic material. He taught his students some phonemics and they had liked it. At the beginning of the semester he had hoped he would use more linguistic material but his plans had been too ambitious. As a result, he was forced to back up to some extent. For the rest of the year, he fears, there will not be much opportunity of teaching language-oriented classes, since the literature requirements must first be satisfied.

This southern New York high school is modern and quite progressive. The chairman of the department appears very interested in a modern approach. As a matter of fact, I was able to discuss with her to some extent what modern trends should and could be implemented in the English classroom. Here, as well as in so many other New York State Schools, I had the feeling that the desire for innovation is great but the possibility of training the teachers adequately in a new approach is very limited. In-service training programs are needed but funds to conduct these programs are usually not available.

One significant step in the direction of teachers training programs was taken however, when M. was asked to discuss transformational grammar at the next department meeting. I offered him some of the transparencies which I had used during a recent presentation. He used them during his talk which, as I was told, has been very successful.

M. seems to be convinced of the applicability of linguistics but he should attempt to show a greater linguistic orientation and create materials which permit the successful implementation of linguistic principles.

Teaching Report #17

Grades 10 & 11 Mr. B.

The two eleventh-grade sections which I observed in this Central New York school impressed me in every way. Our former participant showed great competence in handling the class and the students, -- at least the majority of them -- proved to be alert, interested and active. I walked into the classroom when Mr. B. was discussing IC Analysis on the word level. His presentation was good and resourceful. When isolating the Latin-borrowed bound bases from their affixes, he might however have proceeded somewhat more synchronically, as I pointed this out to him later. In his second class he actually did this by having his students seek for a stable meaning in several words with the same base and achieved hereby a more consistently descriptive analysis of the material.

I was fortunate to observe the entire class of the following 11th grade section. In this way I could appreciate the excellent organization of the material, its adequate presentation moving smoothly from one step of the morphological analysis to the next, and also the students' involvement in all the discussions. B. began his class very effectively. He contrasted syllabication with morpheme cutting, taking hereby the students from the more familiar to the less familiar and clarifying from the beginning the difference between syllable and morpheme. From here he moved, in Stagebergian manner, to the discussion of free and bound morphemes, meaningful and meaningless cuts and, more generally speaking, to the practice of conceiving of a word as a sequence of constituents arranged in hierarchical layers.

The students evidently enjoyed the class and did not hesitate to ask questions when an issue needed further clarification. The teacher handled the questions well and showed good knowledge of the material. Some minor points of his presentation could however be improved on. First, too much emphasis was placed on meaning without exhausting the possibilities of formal criteria. Second, the distinction between lexical and structural meaning was not stated explicitly enough. Also the recommendation that "misjudgment" be analyzed as mis||judg|ment only, because "mis-" negates the meaning of "judg(e)," whereas "-ment" does not produce a major lexical change, again implies too much emphasis on meaning for a consistently structural approach. Finally, two little slips: "-ent" is an adjective and not a noun forming suffix (compare -ance/-ence) and the noun forming suffix in profession should be cited as "-tion" or "-(a)tion," since the /š/ in profession is an instance of identical assimilation by which /s/ and /š/ assimilate to /š/. These four or five improvable details by no means lessen the quality of B.'s teaching. He was secure and made the language focus attractive to the students who showed an unusual awareness of the linguistic devices operating in the English language.

Between classes and in particular after the second class I had the opportunity of talking with B. about his recent teaching experiences. He had devoted two weeks to a unit on the history of the English language. He used tapes made from recordings to illustrate his discussions and also transparencies from some of our summer institute materials. The discussion of historical dialects led him to consider several aspects of geographic dialects, especially American and British English. After this unit he began to discuss the sound system of English and had the students do phonemic transcriptions. These transcriptions had not appealed to the students and without further insisting upon it our former participant went on to other aspects of English grammar, picking and choosing different issues of structural grammar.

In other language oriented activities the teacher attempted to tie in language with literature. He would give his students a long, extremely involved sentence by Faulkner and ask them to write a sentence of their own which displayed, as closely as possible, the same structural patterns. Some of his students came up with surprisingly good imitations of Faulkner's style, to judge from one or two samples which I examined. Also, he would use samples from Poe and have the students break the sentences down into kernels.

To summarize, B. does not find it difficult to incorporate language materials in his classes. Literature must of course be taught but literary works can be used, quite effectively, for the discussion of formal and stylistic aspects. On the other hand, he does not have to follow any rigorous syllabus. The improvement of writing must obviously be aimed at but whether this is achieved by traditional or linguistic methods depends upon each teacher's individual approach. B. has evidently chosen the linguistic approach and is making a success of it.

There is no pressure from the department head nor the principal for the teacher to teach in any prescribed way. The English chairman is well informed about linguistics, so I understand, and looks therefore favorably upon B.'s approach although her own interest seems to lie in the area of modern rhetorics. Of the remaining teachers only three are full time instructors. Their approach is traditional, not because they are opposed to linguistics but rather because they have not been exposed to it. B., I know, will do his best to do exactly that, and the Linguistics Reader, which he has been circulating, is likely to interest them in the new ways of teaching English.

Before leaving the school, I commended B. upon his successful implementation of linguistic principles. "I am quite sure," he responded, "that the linguistic approach is the answer to our problems in the English class; however, I do not yet know how to tie together, in a consistent and logical way, all my linguistically oriented teaching with the rest of my syllabus." His comment was quite to the point and shows what we should be concerned with in the near future. I hope that our December meeting will clarify our position in this respect.

Teaching Report #18

Grades 10-11 Miss E.

Miss E. did not teach seventh and eighth periods on the day scheduled for the visitation. Therefore, I could not observe her in her class. If I had known this in advance, I might have rescheduled the visitation for another day.

E. and I had, however, the opportunity of discussing matters of common interest. The English chairman joined us during our talk and this mutual exchange of ideas compensated to some extent for the lack of class observation.

Our former participant teaches tenth and eleventh grades. In her eleventh grade she has made considerable emphasis on the teaching of composition and has used some of the material discussed this summer. She is very interested in motivation and feedback. To accomplish this, she has her students read one another's compositions and discuss the strengths and weaknesses of each. Her approach to composition is "vaguely Christensen-oriented" as she puts it herself. She stresses the writer's choices and their relevance to matters of style. In November E. is planning to start her unit in the history of the language. She will discuss some important elements of the history of English with her students but above all she will have them do their own research in the school library. She feels that by the time a student reaches tenth grade he has learned most of his grammar. Besides, the eleventh grade syllabus is very extensive and allows for no additional work. As a result, language matters can not receive much attention here.

In the tenth grade less literature is taught, since attention will be given to speech also. The program is therefore not very compact and more time can be allotted to language matters here.

The chairman, who, as I have mentioned, joined us in our conversation later, is interested in the broader application of language criteria to the teaching of English. She has been engaged in the preparation of one of the volumes of an English textbook series and has gained much experience in language matters as a result of her editorial duties. In our conversation we discussed a number of interesting matters which I will only list here:

1. The integration of kernels as a means to discover stylistic peculiarities.
2. The need for specialists interested in the application of linguistics to secondary English.
3. The need for more in-service training programs, since too few are presently proposed despite available funds.
4. The Roberts' series as an example of prescriptivism in transformational grammar; the lack of interest in composition because of Roberts' disbelief in a carry-over between grammar and composition.
5. The incorrect use of the West series by many teachers, who superimpose a traditional approach.
6. Research as to how learning is best achieved: theory vs. skills.

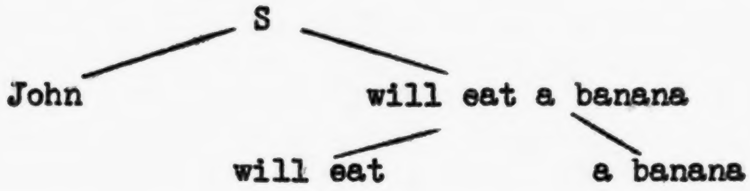
To conclude, my visitation at this senior high school has shown that some of the principles presented during the summer are being applied.

However, many more could and should be tested out. With the backing of a language oriented chairman it should be easy for our participant to try out many other exciting ideas. I hope that she will apply in the near future the linguistic and rhetorical concepts which during the Cortland Institute seemed to us most appropriate for the teaching of secondary English. I am looking forward to it with great expectation.

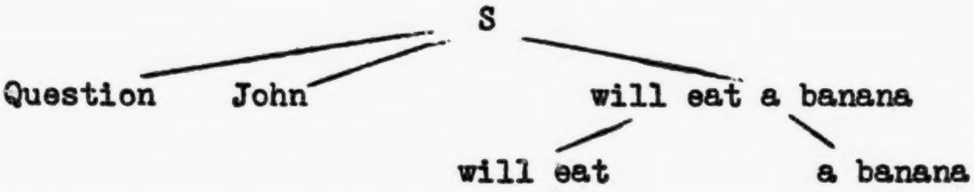
Teaching Report #19

Grade 11 Mr. L.

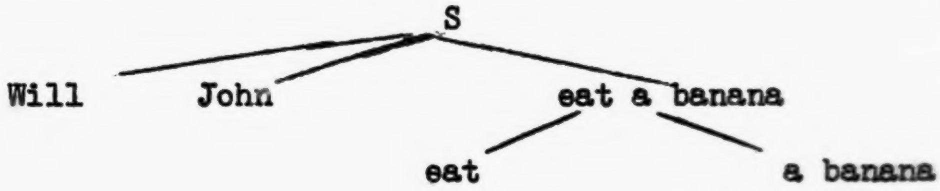
Mr. L. gave a competent demonstration of how to use the transformational approach in an English classroom. His students were using *Jacobs: Grammar One* as textbook and the lesson centered upon the distinction between deep and surface structure. He emphasized that grammatical notions such as *negative*, *question*, *passive*, and *contraction* are characteristic elements of surface structure and can only be arrived at by transformations. The application of rewrite rules would yield a kernel, such as "Sir Toby tricked Malvolio" but that of a transformational rule would generate "Malvolio was tricked by Sir Toby." The students responded correctly to a number of questions about various transforms by giving the specific rule that had been applied and by specifying the operation that had been performed. The teacher returned from here to deep structure again and illustrated the rewrite rules by means of a branching tree diagram, i.e.,



Labels were here omitted, since the objective was to understand the internal constitution of the kernel sentence rather than identify by labels each constituent element. A variant of the preceding diagram was now given to allow for the generation of a question:



L. now demonstrated how the transition from deep to surface structure was accomplished. He asked his students to apply the question transformation and to produce the appropriate surface structure. Finally, he mapped the resulting string into the new branching tree diagram



giving hereby his students a graphic explanation of the two structures.

Our former participant then examined a transformation exercise in the text in which more than one transformation was required, e.g.,

(Neg) (?) Sir Toby Belch has cheated Sir Andrew

By following a fixed order in the application of transformational rules, the student is made aware of the relevance of order in transformational grammar. Thus, the sentence morpheme (Neg) is integrated first into the sentence, producing

(?) Sir Toby Belch has not cheated Sir Andrew

Finally, the question transformation rule is applied. In another problem students were confronted with three sentence morphemes, i.e., (Pass), (Neg) and (?). Applying the question transformation, the students found two parallel solutions, i.e.,

Has Sir Andrew not been cheated by Sir Toby Welch?
Has not Sir Andrew been cheated by Sir Toby Welch?

L. might have mentioned, at this point, the possibility of the two stylistic variants as long as no further transformation is to be applied but the choice of the second sentence alone, if, for example, the contraction transformation rule is applied to produce

Hasn't Sir Andrew been cheated by Sir Toby Welch?

After his class -- the time schedule did not allow for more than one single observation -- we discussed various matters of mutual interest. L.'s teaching load this year consists of five eleventh-grade sections, of which two are low, two average and one advanced. He is using transformational grammar in his advanced group and in one of his average sections. He also used it in one of the lower sections before turning it over to a cadet teacher. Prior to that, he had given the students an introduction on the usefulness of the transformation approach in the light of how the language operates. He had also discussed with them, at least to some extent, the nature of ambiguous sentences in English. During the rest of the year he is planning to cover with his transformation sections all of Grammar One and some of Grammar Two. By the end of the year and in view of Regents examinations, he will have to back up somewhat and approach grammar from a more traditional viewpoint. In general, grammar can only be taught as much as the literary requirements will allow but L. is trying to fit in language-oriented units whenever it is feasible. His honors class is expected to finish the Jacobs material by February 1. He would then use the Christensen approach to improve paragraph structure.

Before the end of the year, L. hopes to confront his pilot groups with his conventional sections. Both would do some creative writing based upon recent American literature topics. It should be interesting to compare the writings of students who had been exposed to transformational grammar with those who had been taught in a more traditional way to see whether any significant progress has been accomplished by the experimental sections.

Of the thirteen Senior High School teachers L. is probably the only one to be committed to the implementation of linguistics in the classroom. However, several other teachers are interested in what he is doing and in particular his chairman is understanding enough to favor the experiments which L. is performing.

It has been a worthwhile experience to see this participant at work and find transformational grammar applied competently in the classroom. He has proved himself to be a very good teacher able to guide his students effectively toward a better understanding of the English language.

Teaching Report #20

Grades 11 and 12 Mrs. Q.

The difficulty to reach Z. brought me to Mrs. Q.'s school later than I had anticipated. This left me with one single class to observe. The class consisted of above-age slow learners -- a vocational class -- with eleventh and twelfth graders in the same room. The school as such was different from the others that I had visited as the majority of the students there were culturally disadvantaged youngsters drawn from very small neighboring rural communities. Only very few students from Z. usually apply for admission to a college and, as a matter of fact, the Regents graduating class this year consisted of only fifteen students.

Our former participant began her class by reviewing what the students knew about the identification of words as nouns and verbs. Her approach was structural and she was successful in eliciting responses regarding the clues which help identify the parts of speech. Q. restricted her questions to inflectional endings, (-s for plural or possessive and -s/-ed/-ing for third-person-present/past or participle/progressive) and to positional characteristics (noun markers). She briefly mentioned the difference between inflectional and derivational suffixes and stressed the systematic aspect of language. After the review, she used the scholastic magazine Practical English of November 8, 1968, volume 45.9 in which a table of the tense system of the English verb had appeared. She was using the magazine as textbook for the class and, following the instructions in the magazine, she asked her students to identify the tenses of the verb phrases on that page. The table was not very clear and many students found it difficult to classify the phrases correctly. According to the table, verb forms or phrases were to be classified as 1a, 1b, 1c or as 1d, 1e; the latter two were only used in conjunction with 3a, 3b or 3c; for example the non-third person, present tense, singular tear would be classified as 1a, the third person, present, singular tears as 1b and the past tense tore as 1c; verb phrases such as am tearing or was torn as 1d+3a or 1e+3a, respectively. In addition, the table contained references to time, completeness, of action, voice, etc. The whole process was clumsy and several students seemed confused. The sentences which served as illustrations did not make understanding any easier, since their meaning was too abstract, that is, too removed from the field of interest of these youngsters. Faustus, Death, and Lucifer mean very little to the non-standard speaker and these "uninteresting" topics fail to retain his interest not only in the topic but also in the language used to speak about the topic. The students' analysis of the verb phrases was not always satisfactory because they would often consider two phrases as the same if one of the two elements in one phrase would be identical to one in the other phrase, e.g., has torn:was torn or was tearing:was torn. Especially the passive seemed too hard to understand and the students would fail to see the difference between he was tearing the letter and the letter was torn, since both sentences obviously mean the same.

On the other hand, some of the students' questions were startling and showed interest in language matters. Particularly one student in the group made very intelligent remarks and could classify the verb phrases correctly. I am sure that, in addition to him there were others who just did not speak out during my observation. These, as well as the more disadvantaged students, would all accomplish more with better teaching materials.

After the class, Q., one other English teacher, and I had an interesting talk about the teaching of English at Z. where the problems are many, i.e., limited funds, poor equipment, excessive teaching load -- not only different grade levels for each teacher but also different unrelated subjects to be taught by the same teacher -- and limited exchange of ideas among fellow teachers. Despite these difficulties, I am certain that Q. will gradually expand her language orientation and update her materials. Her work is difficult but also challenging. The youngsters in schools like this one need to be exposed to modern approaches so that they may begin to examine their own language, appraise the levels of usage and become confident that, whether standard or non-standard, their dialect is as good a system of communication as any.

Teaching Report #21

Grade 12 Mr. O.

I observed Mr. O.'s Non-Regents class in which he had dismissed all formal teaching of English in order to capture the students' interest in activities which were loosely related to the study of English. This group consisted of a small number of above-school-age slow learners whose minds were apparently set on things other than conventional studies. To attract their attention, at least to some extent, our former participant had them write a song which followed the music and rhythm of a current hit (Harper Valley P.T.A.) but in which they could ridicule any person they wished to, usually from their own school. The song made little sense to the uninitiated but obviously, the composing process forced the students to search for words, to examine grammatical features, to choose between standard and non-standard forms, to count the number of syllables in a line and to determine various stress patterns in words and sentences. The result of the experimentation was not impressive but neither would have been the result of a conventional class. This was merely a difficult group to handle.

After the class we discussed the application of linguistics in the English classroom. Apparently, he had not done much to implement it despite his enthusiastic response at the Institute. I gave O. some hints as to how linguistic notions could be applied and, as a matter of fact, we had explored the applicability of these notions in many of our demonstration classes. I suggested that he implement some of them this year and gradually increase the implementation in following years. Finally, I described to him how other participants had used our material to teach slow learners in various of the rural community schools of the area.

I am certain that O. will attempt some implementation and, in fact, he is considering incorporating the study of suprasegmentals in his classes and to correlate it with the study of punctuation. The successful implementation of this unit would lead him on, I am sure, to the implementation of other more meaningful units.

Teaching Report #22

Grade 12 Mrs. T.

Mrs. T.'s teaching is strongly language-oriented. She exposed her Non-Regents classes to phonemics at the beginning of the semester. Her students have learned the symbols and have transcribed words in isolation as well as short sentences. Our former participant thinks that she has been successful because her students have not only enjoyed the transcription exercises but have learned to handle the material competently. Also, the study of phonemics has improved their spelling considerably. Finally, she is promoting satisfactory attitudes toward language among the low achievement groups. To accomplish these, she assigns regularly workbook exercises on language change, usage, spelling, dialects, and any other aspect of language which she feels is important for them to know.

In her Regents classes, T. is presently using the technique of breaking sentences down into their constituent kernels. The students have learned, not only to break the sentences down but also to assemble kernels in order to produce complex sentences. They have done this with their own writing and also with literary samples, including poetry. In fact, I observed one of her senior classes in which she was using the kernel technique and found her approach very good. She listed a number of kernels and then asked her students to assemble them and to produce, if possible, the original version of the sentence. Some of her "kernels" were not kernel sentences in an orthodox sense as for example it made people laugh in Shakesperean time or people realize what the scene was for but the notion of simple sentences to which transformations are applied in order to produce transforms was clearly demonstrated. T. discussed with her students the usefulness of such an exercise and pointed out that by combining the kernels into a complex sentence, they would discover what might be grammatically objectionable in a "bad" sentence. If more than one grammatically sound solution was possible, each solution represented a stylistic variant. This technique would help students, not only avoid "bad" sentences but also have control over a desired stylistic effect. Not all variants, however, represent different stylistic possibilities. Some, as a matter of fact, are rearrangements of a given sentence which intend to emphasize part of that sentence by transposing it to the beginning. T. illustrated this latter principle by suggesting the following analysis for Frost's lines,

She is as in a field a silken tent
At midday when a sunny summer breeze
Has dried the dew and all its ropes relent,
So that in guys it gently sways at east,...

The occurrences of in a field a silken tent, and not a silken tent in a field; at midday when, and not when at midday; in guys it gently sways at ease, and not it gently sways at ease in guys do all illustrate how the reordering accomplishes a specific function, i.e., that of strongly emphasizing the elements attracted to the clause - initial position. Again, the kernels suggested by T. are not always completely satisfactory. She listed the following ones:

She is as a tent
The tent is silk
The tent is in a field
It is midday
There is a breeze
It is sunny
It is summer
The breeze has dried the dew
All the ropes belong to the tent (Pronoun)
The ropes relent
It has guys
It sways gently
It is at ease

I am proposing the following kernels to which the transformations at the right shall be applied:

She is THUS		
THUS is a tent at midday A tent is in a field A tent is silken	Adverbial apposition	AS-Transformation
A breeze has dried the dew THEN	Adjective embedding	
The summer has breezes The summer is sunny	Adjective embedding	Noun Adjunction (Relativization)
All the ropes relent The tents have ropes	Genitive Transformation + Pronominalization	
The tent sways gently in guys The tent is at ease	SO THAT conjunction	

The school's English chairman joined us in our talks later and the discussions included a variety of interesting topics, such as the merits of the Roberts' series, the workshop sponsored by a well-known publishing company and the proposed implementation of transformational grammar in the elementary schools. In his approach to grammar, he is mainly a traditionalist -- he calls himself a functional traditionalist. He is open to suggestions however, and "willing to learn." He admits that he has learned something at the recent workshop at Y. but regrets that several speakers were poorly trained, had little desire to help and, above all, were unable to answer several of the questions posed to them.

My visit to this senior high school was another rewarding experience. T.'s talent to handle English language in Regents and Non-Regents classes will have great influence on the teaching of English at X. and I am looking forward, with much expectation, to a more linguistically oriented approach in some of the local schools of this area.

Report No. 1

THE REACTIONS OF JUNIOR HIGH STUDENTS TO STRUCTURAL LINGUISTICS

Sister Loretta M. Hoolehan
St. Mary's School, Cortland, New York

In order to determine student reactions to structural linguistics a ten point questionnaire was administered to 97 seventh and eighth grade students. The questionnaire revolved around the students reactions to structural grammar and its application to the art of essay writing.

The purpose of administering the questionnaire was three-fold: (1) to elicit student response to structural linguistics; (2) to impress students with the fact that their evaluation of curriculum is necessary and vital for curriculum improvement; and (3) to evaluate the effectiveness of my presentation of structural linguistics.

In discussing why structural linguistics is taught in grades seven and eight at St. Mary's School, Cortland, a three-fold answer was supplied: (1) the Diocesan Board of Education for Syracuse provides a teaching syllabus for grades seven and eight which is structurally orientated; (2) I personally feel greater confidence in the structural approach as a means of improving essay writing; and (3) the American Book Company provides a good text plus manual in structural linguistics. Although the grammar program is definitely structurally orientated this does not mean that no attention is given to transformational grammar. The syllabus also provides a unit on sentence transformations. The bibliography located at the end of the grammar sections of the syllabus also contains listings of the works of transformationalists as well as structuralists.

Since a new linguistics program is not presented to the students until grade seven at St. Mary's, students were asked at the conclusion of the questionnaire for comments. Approximately 20 students gave further comments. Seventeen of those comments are recorded here; the remainder not recorded here were irrelevant to the nature of the questionnaire.

Comments put forth by students:

1. I like grammar. I think it is very interesting to see all the different patterns you can have.

2. I think that grammar helps you in other things besides essay writing. Such things are carrying on a conversation and giving oral reports.

3. I would like to study grammar in grades 1 through 12.

4. I think that grammar helps me do better essays because I used to write short sloppy sentences.

5. Grammar helps me understand words better and helps me to speak clearly.

6. I think grammar is very important. It helps me when I am talking, writing essays and writing letters.

7. The only comment I would really like to make is that grammar is important in all phases of your life, no matter what you are doing.

8. Grammar is interesting and I believe it should be taught through the grades. Not only does it help us in essay writing but also other forms of writing.

9. I like essay writing and grammar improves writing and speaking.

10. I feel that this grammar has improved my writing skills. I also feel that modification, sentence structure and coordination have helped me get better grades on my essays.

11. I think that if we have this grammar we will be better at writing. The sentence patterns really help because you know how to put something down in a sentence.

12. I think that everyone should study grammar. It improves essays and it is important to study the structure of our language.

13. As far as grammar is concerned I know it helps me improve essay writing but I don't really like it that much because of the difficulties and differences involved in studying it.

14. I think that I found grammar in the earlier grades much more interesting than in the Junior High even though I know it is important.

15. The grammar in Junior High has been entirely different from the grammar in any other grade. It has improved my essay writing immensely.

16. I think that grammar has improved my oral speaking more than my essay skills.

17. To me grammar is sort of easy. All you have to do is practice at night and pay attention in school. To someone else it may appear hard but if the teacher teaches it right, they should have no problem.

In conclusion it is agreed that this study was merely a rough one but beneficial to me as the teacher of grades seven and eight for it made me more aware of the fact that:

(1) My students find linguistics with structural orientation interesting and profitable as a tool to effective essay writing.

(2) Many of the students find grammar so valuable as a tool to essay writing that they would incorporate grammar into their English curriculum if they were given the choice.

(3) That they find grammar helpful in improving oral speaking skills.

CIRCLE OR UNDERLINE YOUR ANSWERS TO THE FOLLOWING QUESTIONS:

1. Is the study of English more interesting to you in Junior High than it was in the past? YES NO

2. Do you enjoy studying the variety, structure and change in language?
   YES NO

3. If you could decide what to study in English, would grammar be one of your choices? YES NO

4. Do you think the study of sentence patterns improves your essay writing?
   YES NO

5. Do you see any advantages in studying grammar?
   YES NO

6. Do you think the study of modification and coordination improves your essay writing? YES NO

7. Which of the following explains best how you feel about the study of grammar:
   1. I think it is of no value.
   2. I think it improves my essay writing.
   3. I think it is important to study the structure of our language even though it doesn't improve my essay writing.

8. If you believe the study of grammar has improved your essay writing, what ONE phase in particular has helped you the most.__________________________

9. Does the grammar you are studying now seem more logical than the grammar you studied before Junior High?
   YES NO

10. If you had your choice which way would you choose to study grammar:
    1. I would like to begin to learn grammar in grade 4 or 5.
    2. I would begin the study of grammar in Junior High and continue through High School.
    3. I would set one whole year or part of a year aside in High School and study grammar, excluding all other phases of the English program.
    4. I would only study grammar in grades 7 and 8.

Having completed this questionnaire are there any further comments or remarks you would like to make concerning the study of grammar in the Junior High? The remainder of this paper may be used for such comments or remarks.

Report No. 2

A CASE FOR LINGUISTICS

Roger Test
West High School
Painted Post, New York

In an effort to promote interest in linguistics in my own school and to open some avenues for implementing linguistics studies, I presented a "case" for linguistics at our regular department meeting. I wanted to answer some questions that had been raised concerning the Institute and to point out some basic ideas of a linguistic approach to language.

First, the department members were asked to examine some test items designed to show how the traditional approach falls short of revealing basic language concepts, i.e., "which of the following is structurally different from the other two? (a) They saw him shot; (b) They ordered him searched; (c) They considered him retired." It was relatively easy to convince the department members of some inaccuracies in the traditional approach to grammar. None of them had been staunch supporters of the system previously, at any rate.

The major part of the presentation consisted of illustrating basic concepts of transformational grammar using a set of transparencies provided by Dr. Jacobson. The department members were particularly interested in some reconstructions of a passage from The Bear. Students in the Institute's demonstration class had reconstructed the passage from kernel sentences after only a brief study of transformations. Several of their models were difficult to identify from the original.

Following the presentation there was a great deal of discussion and interest in the transformational approach. (Much of this interest has since subsided in deference to other areas of the curriculum). The department chairman, at my request and with her personal support, introduced a proposal for investigating linguistics as a course of studies to be offered at the secondary level at a district-wide curriculum review session. The review sessions are designed to update and revise curricula according to suggestions from individual departments. The proposal met opposition from others at the session. Nothing definite, either positive or negative, has been decided concerning the immediate future of linguistics in the Corning City School District.

A second presentation of the "case" for linguistics was delivered to a group of teachers of different levels and areas as an example of modern trends in education. Most of the reactions of the group were favorable. However, no specific action toward implementation could be taken; nor was it proposed. The major objective of the presentation was to raise interest in the system.

While no dramatic results came from either of the presentations, I feel that they were successful and valuable. Even though no definite action was taken at the curriculum review sessions, at least the proposal was introduced and created discussion; the interest of several teachers in the district has been aroused; some materials were made available for examination; and the impact of the Institute has been extended.

Report No. 3

APPROACHING SPELLING THROUGH A HISTORY OF THE LANGUAGE

Mary Jane Brown
Mexico Academy and Central School
Mexico, New York

When I returned to school in September, I could not attempt innovations such as some of you have spoken about, for my department chairman and the teachers in the junior high school had been advocating and using structural and transformational grammar for two years. My problem was smaller--a stack of spelling workbooks for use in my classes. I have always believed and still believe that the traditional teaching of spelling is a waste of valuable time in the English curriculum. However, English departments, especially in junior high school, are concerned about spelling. There is a general feeling that "we must do something." Something is usually the traditional word lists or phonetic workbooks. Thus we junior high teachers make at least sporadic attempts to teach spelling. And our students go on to you high school teachers--you receive their first papers, and, to your dismay, the kids can't spell! The junior high teacher has failed to teach spelling; the word lists and phonetic approaches obviously don't carry over into practice. The best of these approaches presents spelling as a static body of knowledge. This is both inaccurate and misleading to the student. In addition, the teacher's approach to the question, "Why is it spelled like that?," about a given word is often a vague "Because it is," or "That's an exception to the rule." Thus spelling becomes a mystery to students--one of those incomprehensible studies which makes English such a boring subject.

Such were my thoughts as I glanced through the spelling workbooks the other seventh grade teachers would be using. With the consent of my department chairman, I decided to set aside the workbooks and attempt a different approach to spelling. I had three objectives for my students:

1) to gain a greater awareness of words
(Since an awareness of words is the basis for all language activity, this first objective brings spelling back into the realm of language study instead of leaving it as a separate entity to be studied as one of the many aspects of English.)

2) to learn that spelling, like all other aspects of language, is a process rather than a static entity

3) to learn that spelling is based on historical changes and, therefore, is not always phonetically logical.

I approached all three goals through an initial study of the history of the English language. (Two helpful resource books were the seventh grade Houghton Mifflin Co. text, Words in Your Language and the Holt, Rinehart and Winston, Inc. booklet, The English Language: A Brief History by Thomas Pyles.) Most of my seventh grade students were not aware that English has changed, is changing, and will change. After all, it hadn't changed much in the twelve years they had been exposed to it!

So we began by looking at copies of the Lord's Prayer in Old English, Middle English, and the King James version. The students readily traced some changes in spelling and word order. Going a step farther, they rewrote the prayer in modern English, discovering still more changes in word order. Next we listened to records of Old, Middle, and Modern English, trying to recognize changes in pronunciation and word order. We also read selections from *Words in Your Language* explaining why changes occurred in English. Throughout this initial phase, we mentioned spelling changes but did not dwell on them. The brief study of the history of our language was to be the basis for our study of language, in general, from phonology and morphology to form classes and sentence patterns and including spelling.

I can best show how we dealt with spelling in particular by presenting some of the exercises and examples used in class. Keep in mind, however, that I was constantly striving to make spelling an integral part of our overall study of language. Although we spent some time daily on such exercises as follow, we were also studying the dictionary and form classes during the same class period.

Sample Exercises:

1) objective: to discover spelling changes from Old English to Modern English
   example: O Eng *brycg* Mid Eng *brigge* Mod Eng *bridge*

   (Here is a chance to teach some phonology, in this case the symbol /j/. Students can assimilate these symbols if they are not expected to memorize a list of them.)

   Using *bridge* as an example, the students list similar *dge* ending words. After learning to use the etymological entries in the dictionary, students can check words in their lists to discover if they did originate in Old English. Or they can try to figure out what a word such a *ridge* would have been in Middle English and Old English, then check their guess work. By this time, I was able to give students Old English words such as *hecg* and *ecg*, and they quickly realized that the modern equivalents are *hedge* and *edge*.

2) objective: to discover variations in spelling in modern English by comparing British and American spellings
   examples:
   theatre-theater
   centre-center
   cheque-check
   colour-color
   organisation-organization

   Students can readily find other examples especially if they have access to even a few British publications.

3) objective: to discover possible changes in spelling in the future
   examples: unusual spellings in brand names or on signs
   (Students can find such examples quickly.)

   nite-lite
   E-Z
   tuffy
   kwiki kar wash

   (It is interesting to trace the history of the graphic representation of the phoneme in examples such as the last. In Old English, we find *cw* as in *cwēn*. The French influence gives us *qu* as in *queen*. Will the future provide us with the kw grapheme? Most students will answer that such is possible but unlikely.)

Through such exercises students become aware of words by looking for them, compiling their own lists of words that interested them rather than beginning with teacher-made lists. Certainly they learned that spelling is a process rather than a static entity, although, surprisingly, they were usually quite conservative in their defense of our conventional spelling. I believe such an attitude was at least partially the result of their having learned some of the reasons for our spelling today. But you must be asking, "Does this approach really work?--Does it teach children to spell or does it merely teach them about spelling?" And I can only answer that I don't know. There has not been sufficient time to discover this. However, my students did become greatly concerned about words and the spelling of words, trying to discover why a word was spelled as it was, looking for new and unusual words to add to their lists, and correcting each other as they made spelling mistakes. This kind of attitude and such willingness to work at a previously boring study can only lead to better spelling.

Report No. 4

PHONEME-MORPHEME: DO THE LINGUISTIC CONCEPTS HELP IN THE TEACHING OF REMEDIAL READING

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After listening to all these fine demonstration classes and interesting talks, I thought I would digress a bit and report on the research which I have been conducting at my school. Just as you, I am also very interested in these new ideas but then, I would like to know, if they are going to work when applied to a particular group of students. Let me give you just a quick background of my particular class. They are a seventh-grade class and they are slow students, that is, slow learning students with an IQ range between 75 and 90. Most of these students would probably be Non-Regent students, as they continue upon their educational course, but at the same time we also have retarded students having an average IQ between 90 and 110. These students are two or more years retarded in reading or language arts skills. It is now my objective, as outlined by the District, to move as many as possible from the slow learner or Non-Regents program to the Regents program. What can I now do to get these students to the level which qualifies them for the Regents program? After I left the Campus this past summer, I decided that I would try to accomplish this by teaching them some phonemics and morphemics and improve hereby their reading ability. I also decided that I would use both the inductive approach and the deductive approach, in order to test out the validity of the mentioned linguistic concepts. I will now give you the general observations that I have made after observing the students in my class.

I shall make, first of all, some comments on the teaching methods. Surprisingly, the classes, particularly the slow learners, learned faster deductively than inductively. On the other hand, when inductive teaching had taken place and the student had mastered the concept, he retained the concept much longer. However, where I found a weakness in either method was in the fact that the students had a great deal of difficulty in applying what they had learned to a new situation. So, I really can't decide which is the better method.

Before I actually taught either of these linguistic concepts, I tried to get an idea of what the students' weaknesses really were and I found that their major weakness was their failure to understand the general principles. Students coming into the course generally knew consonants and consonant sounds but they did not know anything about vowels; some of them did not even know the long sounds. I would at times ask them to give me the name of the letter and they would answer, "Eh, is that a long sound? No, I don't know what sound that is." So, we had a great deal of difficulties with vowel sounds. Next, even though the students would know the initial consonant clusters, they did not realize that the same clusters could appear in other parts of the word. As a result, I embarked upon the idea of teaching my students phonology. I started teaching the phonemes, using again both the inductive and the deductive approaches, and acquainted them with several other phonological concepts. First of all, I taught the consonants. We got that pretty easily because we knew them. Then, I went on to step 2, the vowels, and we really got into difficulties here. The students -- remember, I am talking about the slow learners -- could not distinguish the vowel sounds. The better, the more able student, that is, the average student who is behind in his language arts skills began to pick them up very quickly and started to move on rapidly. You could actually see the progress he was making. The difficulty seems to lie -- and I am somewhat undecided upon it myself -- in the relationship between the phonics teaching and the phonemics teaching. According to phonics, the students would say, "The word has a long i" because they can see the long i and also find it in the list of words that we give them. When I presented the phoneme and used the transcription symbol /ay/ in, for example, by, my students told me that there was no i on the sheet. They could not find the long i. And immediately, there was frustration developing in the students. If I asked them to sound the word, they would say, "I hear a long i but where is the long i?" I then made them sound the contrastive member of the minimal pair and finally, they would realize that the long i is in the y. As soon as they began to see that the letter had sound, they began to develop the idea that you just don't have to find the letter i to match up a long i or a short i. This was very difficult for the slower student. He took pains to get into his head that to identify a sound as long i does not necessarily mean that the letter i is going to be in the word. At the same time the faster student picked it up more easily and then began to leap and bound and grow and progress. And this was what I had been looking for.

After the teaching of the unit I surveyed my students again and found the following characteristics: one, the students now knew that vowels occur in the word, that is, their visual discrimination picked up tremendously. They could look at the word and say, "There's a vowel in these words and there are consonants in these words. Two, at least they would attempt a vowel sound. We didn't know if it was absolutely right but we would attempt the sound which before we would never have attempted. They would just have said,"All right, I can see a vowel there but don't ask me what it is like?" Now, when I tell them to match the sound, to find a minimal contrast or a real contrast, they will try it, they will sound it out and they will say, "It's that symbol" or "It's that vowel sound." So, we began to progress in this way. This guessing, at least, became important to them. I then began to realize that I would have to do one thing and that was, if the student could not come up with the right sound, I would have to tell him. It was most important for them, in the final analysis, to discover the sound of words. We would take, for example, an exercise of hard words -- hard words means to my students words they had never seen before -- and they would make attempts at sounds and sound out the words. We got all kinds of odd-sounding words coming out of words that sound very natural for us. When I told them that they were wrong and that they should think of saying the word in another way, they would try again. Sometimes we would hit on it, and sometimes we would not but there was no frustration level. When I had to give them the word, they would begin to see the reason for my response. I also found out, for the first time, that their phonics began to play a role. Although I was not teaching phonics, some students would say, "There is the old rule the teacher used to talk about, two vowels together: one's talking, the other's walking." They finally realized what the teacher had been talking about all these times. Now, they began to see these things coming out but, as I said before, I still don't know if it is a help or a hindrance for these students to have a phonics background. On the other hand, I have to realize that they do have a phonics background and that I have to work with it. We also did some phonemic transcriptions because we had decided that, although we might have a great deal of difficulty with our transcription practices, we should at least make an attempt; and I'm talking here about students whose range was, I would say, sub-75 but appeared as 75 on their cards. These students finally began to realize that digraphs and consonant clusters could appear in other parts of the word and for the first time, they could say the same initial cluster at the end of the word. They had not seen this before nor had been able to pronounce the cluster the same way, if it occurred in final position. With the progress we have achieved we now are on our way to start some reading, especially when we will get through our morphology unit.

I have not fully finished the morphology unit. As a matter of fact, I started it only a short time ago but during this time I have made a number of general observations about the teaching of the morpheme, observations I wish to pass on to you. Before teaching morphemes, before I even started the idea of morphology, I did the same thing I had done in phonology, that is, to explore with my students what we know about words. And I started with one word, a big long word which I wrote on the blackboard. It had no meaning. I said to them, "Break the word down. Do to it whatever you want but tell me if you can come up with an idea of how to say the word." Having a phonics background, all went through pairing off the consonant clusters and separating all of the letters, and things of this nature. One of the students hit upon the idea of syllabication. I told them to syllabify the word if they wanted to, as long as they could say it. Eventually, we found out that some students did not know the suffix -tion, others did not know the prefix pre- and from there we launched into the idea of the morpheme, breaking down the word. We would examine the immediate constituents and discuss why you cut the front off, why the end, and so on. The students began to realize that words consist of free and bound morphemes. After teaching the morphemes, I began to realize that they could break down words and get an idea as to how the word was made up. At least, they saw the suffixes and they also saw the prefixes, which they had not seen before. This became very important to them. They could now look at the root or base of the word and reflect whether it was a bound or a free morpheme. They also came to realize that words have meaning in relation to the whole sentence. And all of a sudden, some of my students began to reflect for the first time on the meaning of the written language. After all, this is precisely what I have been looking for as a remedial teacher because the standardized tests on which the placement of my students depends are mostly concerned with comprehension work. So, we began to see the first signs of comprehension. The students were learning, not only to sound out the words by breaking them down into syllables or into suffixes and prefixes but they were also reading the words and getting their meaning. The decoding and the encoding processes were now successful and this is precisely what every reading teacher is aiming for.

After the introduction of the morpheme unit I finally have students trying to pronounce difficult words. Students of the 75 and 90 ability range who previously said, "I don't know. I'm stuck. Tell me," now say, "I know how to break the word down. I know that I am going to come close to the sound of most of the letters." They make a stab at it and if they do not come up with the right word, they will offer you a second choice because most of the students decide in their minds that there are two choices. On sounding out the second choice, they are likely to come up with the right word. In any case, after hearing their pronunciations of the word, I will finally say the word myself. I always want to tell them the word because they don't want to walk out there with the wrong pronunciation. The final outcome was very promising. Just about two weeks ago, we gave a reading test and found some amazing results. The students that know morphology and how to break down words and who came really close to the sound had jumped two grade levels in four months in their comprehension and decoding process. Vocabulary increased two years, comprehension increased two years right across the board. The other students -- they are learning and they are struggling and we realize they don't have too much ability -- at least jumped four months in growth. So, I haven't hurt them yet and that is amazing because some of them have been in the public education system for seven years and came in with a 3.0 grade equivalent. These students now show a 3.4 or 3.5 equivalent at least. Now, it is obvious that standardized tests have their difficulties. I think we can all appreciate this but we are measuring by standardized tests to get the student into a remedial class in the first place and if I want to get them out, I have to have a standardized test that shows some results.

The students who made the two years gain in four months were those who had been retarded in their language arts skills but whose IQ was average. Some of these students came in at 5.6 grade equivalent and are now reading and understanding on an 8.6 level grade equivalent. I cannot ask for anything more. I am very happy to have decided upon the application of linguistic principles in my remedial work and I'm going to continue refining my program. Of course, one never realizes what influence the teacher has in this respect. Although I am getting the best across, I still have to break down each student farther and farther to see where the difficulties lie. I realize this with my really retarded readers. I have several students who are still, as I said on an about 3.4 level and I have got to break in to see what is holding them back because they are showing, according to their reading expectancy ratio, that they could read at a 6.0 level right now. So, they are not really retarded and I have to break down a little farther to find out what the problem is.

I am also beginning to realize that some of these students will face serious problems when taking the test because they just don't have the necessary background. They have been retarded so long that they have not read the material and that they have not become acquainted with the ideas that are in the reading test. To take a test, you have to have some background and some of my students have been neglected in this area so far and so long that I have to suddenly pump in tons of this background material to bring up their level and I think I am going to succeed.

A DEMONSTRATION CLASS IN STRUCTURAL GRAMMAR ON WORD FORMATION

Master Teacher: Helene Jarmol
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Helene: You know my name but I don't know yours. So, I'll point to you, which is very rude. I'll say, look at your outfit and memorize what you have on and I'll say, you with the blue dress and striped suit. O.K.? Any time you want to ask me a question, you want to disagree with me or you want to make a comment, just raise your hand. And that's all. You can speak out, if you want to. A lot of people are speaking out. I don't think there are so many people here. I think you can speak out.

How many of you have been to New York City? O.K., what is it like? What is it like walking through New York City?

Student: Pretty crowded.

Student: Pretty dirty.

Helene: Pretty dirty, it stinks. What else? Dirty, crowded and it stinks. What else?

Student: There are good movies in this place.

Helene: There are good movies in this place. How many have ever walked through New York City and not really known which way to go and sort of gotten moved with the crowd? That never happened to you?

Student: Yes.

Helene: If it happened to you, it happened to me. I have gone and not really been sure where I was going to and the crowd just helped me move along and I ended up where I didn't want to be but it didn't matter. What people do you have? The busier you are and the more we know about language, and the more we speak, the more shortcuts it seems that we want to take. Let me give you an example of a shortcut. It has to do with the way words are formed. What's your name?

Student: Carol.

Helene: Carol. What's your real name?

Student: Carol.

Helene: All right. Let me get the gentleman in the back. What's your name?

Student: David.

Helene: David. Does anybody call you Dave?

Student: Yes.

Helene: Thank you. Generally, when you know the people's names, you want to make shortcuts. So, Dave for David. What's your name?

Student: Richard.

Helene: You're Richard. Does anybody call you Rich?

Student: Yes.

Helene: Yes. What's your name?

Student: Tony.

Helene: Tony. Really .....?

Student: ...Anthony.

Helene: Anthony and I call you Tony. No one disagrees with me. All right. Sometimes you don't like your nickname -- I won't repeat my nickname -- sometimes you don't like it and you can't get rid of it. Generally, it is because people are in a hurry. So to say Anthony, they say Tony, maybe a father started it, maybe you started it. So, that's the way people are with language, they want to make shortcuts all the time, and that is what I want you people to look at today. Now, you know the lesson. I don't think anybody has taught the lesson to you but you know it because you are speaking the language, calling your friend nicknames, dirty names, whatever it is. O.K., so, I am going to talk and there are some examples here you will perhaps be putting down in your notes because I'm going to ask Mr. Kyler [Participant and Campus School Teacher] to send your work to me when you are finished with it. You can work with me during the period, jot down the word that you think the shortcut word came from. Don't worry how neat, as long as I can read it and don't worry if you can't get the exact spelling, as long as you know where the word came from. Suppose you want to play baseball with your friends and your friend comes up and says, "Ah, let's play ball." He really means baseball but it is easier to say ball. He won't see the reason to spend much time, to waste time talking about baseball and he says, "let's go and play ball." What are you doing when you are saying, instead of let's play baseball, let's play ball? What happened to the word baseball?

Student: (looks at handout) Clipped.

Helene: Did you look at that? Don't look at that. What happened? She said it but you don't have to use that word. Instead of let's play baseball, he said let's play ball. What did you do with the word?

Student: Shortened.

Helene: You shortened it, cut something off. Suppose I sent somebody for a burger, I am really going for what?

Student: Hamburger.

Helene: Do you say burger?

Student: No.

Helene: I can copter from New York to Long Island. I take what?

Student: Helicopter.

Helene: Helicopter, but I am in a hurry, so I only say copter. Any problems? So, let us look at the list. Gym. I'm going down to the gym. Where are you really going down to?

Student: To the gymnasium.

Helene: To the gymnasium. You know. O.K., I got this really hard prof in Math. You really have a hard ....?

Student: Professor.

Helene: Professor. Don't worry about spelling, Honey. It is only to see, if you have an idea of the word, of where the word came from. Math. I'm going to Math, I'm going to ....

Student: Mathematics.

Helene: Mathematics. Very easy. He called me on the phone, he called me on the ....?

Student: Telephone.

Helene: Telephone.

Student: On the tele.

Helene: You say tele? You say that in England?

Student: Yes.

Helene: So, the British do this also, they make shortcuts too. I guess, they are in a hurry. I bet nobody knows where pants came from?

Student: Pantaloons.

Helene: How do you know that? How do you know that? That's right. How did you know that really?

Student: We had a discussion about this.

Helene: You have done this in English?

Student: No, we were just talking about dialects.

Helene: O.K., Pantaloons are the long things the girls used to wear, as in "Gone with the Wind." You have seen "Gone with the Wind." When the girl used to walk, she picked up the dress so that you could see her ankles and the big bloomers which she had on. Those bloomers are the pantaloons and that's where we got pants from. Ed comes from ....?

Student: Education.

Helene: Good girl. I didn't think of that. I would say Edward. I meant Edward but it could also be what?

Student: Education.

Helene: Education, I guess. I'm going to Ed class. Cause. Ah, this is a habit a lot of people have. When they should say because, they say cause, even our professors. One of my teachers says cause but he really means ....?

Student: Because.

Helene: It is easier to say cause, so we say that. O.K. Liz comes from ....?

Student: Elizabeth.

Helene: Elizabeth. Now, I bet you don't know where flu comes from?

Student: Influenza.

Helene: All right. Why could you get this; you're faster than my class. In my class I had to pull teeth to get this. O.K., kids, take a look at the words. You have gym from gymnasium, prof from professor, math from mathematics, phone from telephone. Now let's take math and phone and compare them. You have mathematics. What do I cut off?

Student: ...-ematics.

Helene: ...-ematics. Right. Now, I have prof from professor. What do I cut off?

Student: ...-essor.

Helene: ...-essor. Now, burger. O.K., hamburger. Now, what do I cut off?

Student: Ham-

Helene: Sometimes we can what? What happens when people cut words? What's the difference here?

Student: Two words.

Helene: Yes, we can. Although I don't know for sure it's coming from the correct meaning. I think we have Ham-B as in hamburger but what part do you take off here?

Student: The last part.

Helene: What part do you take off here?

Student: Ham.

Helene: Sometimes you take off the last part and sometimes you take off the first. *Influenza*. *In*-*flu*-*enza*. Which do you cut off?

Student: The *in*- and the *-enza*.

Helene: The *in*- and the *-enza*. Sometimes you leave the middle. You know what that's called?

Student: Taking parts off a word.

Helene: Taking parts off a word. Let's make that shorter. Let's make one word. Take a look at how I have it up here. That's called *clipping*. That's not hard to understand, is it? I bet when you went home to your parents and said, "Listen, we had this teacher in English today and she told us all about clipping," your parents would say, "Gee, I didn't know about that, when I was in school." "You know, what's clipping ... well ... you wouldn't understand; it's a new thing in English," but actually your parents would know it, they would really know it because they have been speaking the language and they have terms like that which they have been using all along; just they didn't have a name for it. So, now, if the teacher asked me, "Where are you going?" I could say, "I'm going to the *gymnasium* or I'm going to the *gym*. O.K., or to the *haw-walker*. Do you call it a *haw-walker*?

Student: No.

Helene: No? That's the way I call it sometimes. O.K., that's the way of forming new words. We do it all the time. Let's take up the next one but don't look at it. Suppose I said, he went A.W.O.L. or *awol* or would be ...?

Student: Absent without leave.

Helene: Absent without leave. Now, when the teacher says he was absent without leave, he went *awol*.

Student: *Awol*.

Helene: People are lazy again. These Americans always find shortcuts. That's called something, too. Don't worry what it is called. Now, *MP*. What's that from?

Student: Military Police.

Helene: Military Police. O.K. Did you have another one?

Student: No.

Helene: O.K., TV, you all know that. *Television*. *PTA*?

Student: Parents-Teacher Association.

Helene: ... Association. Who knows COD?

Student: Cash on delivery.

Helene: Cash on delivery. Did you ever get any COD?

Student: No.

Helene: There're ways, you know, of not paying for but I'm not going for that now. We won't discuss that now. PS, I bet you don't know this. Don't you answer because you ...

Student: Postscript.

Helene: All right, postscript. All right.

Student: Public School.

Helene: Public School, all right. You can't get confused. Only the sentence will tell you which is which, though. If he goes to PS 21, -- he doesn't have a postscript 21 -- it means he goes to PS, Public School. JD. You, kids, wouldn't know any JD's, would you? No JD's up at Cortland. D'you have any JD's up here?

Student: Yes.

Helene: What is a JD?

Student: Juvenile delinquent.

Helene: There aren't any at Cortland, no. O.K., TB. What's that?

Student: Tuberculosis. (Makes notes)

Helene: You don't have to correct. Listen, kids, you don't have to write down, if you absolutely know where the word is from. Do you want to do it that way? I don't want to make you work too hard. I'll do all the work. Unless you want to. US is from ....?

Student: United States.

Helene: MD?

Student: Medical doctor.

Helene: Medical doctor. I think the girls are answering faster than the boys over here. F.B.I.?

Student: Federal Bureau of Investigation.

Helene: Right. Just so you'll be in the in-group, I want you to know the FBI used to put dots between F.B.I., F dot, B dot, I dot. Now, you don't have to. But that's just for the in-information now. O.K., kids, that's a simple thing you do all the time. You can get the slam books up here? Do you know what a slam book is?

Student: No.

Helene: I'm not going into it, then. Let me tell you, don't do it in Mr. Kyler's class. A slam book is a book that you get and put out and that the teachers are taking away when they see it. You put all the kids' names in it like those of all your friends. Suppose you put down Richard's name and the girls are signing it, they would also put "A real doll," "cute," "creep," all the things they want to put down for him. Sometimes they put abbreviations like M.F.Donna, that means made for Donna. When I taught this lesson, I asked my students to make a list of acronyms for me. All I would get was the stuff in the slam book, nothing that anybody else would understand except the student body. Anyway, do you now understand what a slam book is? It's really heartbreaking to look at your name and someone says you're a creep. It really hurts your feelings. So, acronyms are those things there. Don't worry about defining them but use them, right? Can anybody think of one that I don't have here? I mean there are so many but can anybody offhand think of one?

Student: KP.

Helene: KP for ...?

Student: Kitchen patrol.

Helene: Kitchen patrol? Yes. Can you give me another one? Oh, you know so many. I do, too. I just can't think of one. Give me another one.

Student: USSR.

Helene: USSR. You took the thought right out of my mind. That's what I was thinking of. O.K.

Student: SP.

Helene: SP?

Student: Shore patrol.

Helene: Sure patrol? Shore patrol. O.K. I know that one. All right, let's look at the next. No, don't look. I keep forgetting, you're not supposed to look. It gives you hints. If you look, you get hints. O.K., suppose you're outside in London and it's very hazy outside. You're in the part of town where there are a lot of factories and there is a lot of smoke coming out. And then you know how London is: a lot of fog all the time. So, you think it's rather smoky and foggy outside. They might say there is a lot of ...?

Student: Smog.

Helene: Smog, O.K. So, take a look now at your list. This is going to be a little more difficult. You thought it was an easy lesson I had you fooled. Just wait a minute. Now smog would come from what?

Student: Smoke and fog.

Helene: Smoke plus fog. So, if you want, write it then with the two words. All right. Brunch. What would brunch be from?

Student: Breakfast and lunch.

Helene: Breakfast and lunch. Now, I want to tell you the truth about brunch. Only rich people have brunch. Now, really, if you think about it, you have brunch, when you get up too late for breakfast a and it's too early for lunch, so you have a nice classy in-between thing. And we don't. Do you ever use the word brunch?

Student: Yes.

Helene: Oh, all right. I don't. I guess I'm not classy. In the movie all the rich people say they are going to have brunch, so, I thought it was a rich people term. O.K., you have brunch, you are rich. So, that's from breakfast and lunch. Quadruplicate would be from ...? You can say it from one word or the other. Can you give me one word?

Student: Quadruple.

Helene: Quadruple means how many?

Student: Four.

Helene: Four, and what's the other part of the word from?

Student: Duplicate.

Helene: How about it? Duplicate. So that duplicate really means make more. So, we are going to make how many more of?

Student: Four.

Helene: Four, O.K. I see, it's time already. I'll tell you what. Would you mind finishing it and giving it to Mr. Kyler tomorrow? Because I'd like to. I told my class that I was asked teaching a class upstate and maybe I'll be able to get it in 20 minutes and it took me a week to teach you kids. So what you have to do is to look at it, try to figure it out and if you have a question, just ask Mr. Kyler. He is going to put your answers in an envelope for me and send it to me. If you want to. O.K., thank you. It was a real pleasure.

A DEMONSTRATION CLASS IN THE CHRISTENSEN APPROACH

Master Teacher: John Prave
Seneca Falls Central School
Seneca Falls, New York

Prave: You are going to remember me because I am the one that is going to make you work today. You're going to need paper and you're going to need some kind of a writing implement, O.K.?

I have never seen any of your writing, I have never looked at any of your compositions or essays or book reports but I would venture that I can say this about your writing techniques. Let us suppose you are given an assignment to write a book report of three hundred, four hundred words on Treasure Island and you went home tonight and you put the paper in front of you and you started to prepare to write your lesson. This is probably how it would unfold for you. Let's see now. Mr. Kyler wants me to write a book report on Treasure Island, and you write Treasure Island down and it's going to be 300 words: 1, 2, ..., O.K. You'd start writing and write and a thought would come into your mind and you would write a little more and you'd write a little more and you'd remember to indent your paragraphs because you will be penalized if you don't. You will keep track of the number of words you wrote and pretty soon you will be somewhere around 300, 350 words. You put a period and you'll be all done. Then, you turn in your paper and it would get a grade and when it came back, one of the criticisms that you would receive would be it lacked organization, it wasn't unified, the thought was not well developed. This is what we are going to attempt to do in a very, very brief time. We are going to concentrate upon this unification, this development of thought. Now, I'm not going to collect these papers, you're going to do some work for me and you might take them home and keep them and somehow see if they fit into what you will learn later from Mr. Kyler. If we were to take that essay of 400 words and we were to break it down into its largest components, we would find that the largest components would be the paragraphs. Therefore, if we can write one good, logical, well developed, thoughtful paragraph, then there is no reason why we can't write a series of good, well-developed, logical paragraphs to come up with a good well-developed, logical essay. This is what we are concentrating on today, how to write a good, logical, well-developed paragraph. And I will pick a topic for you, just for conservation of time, we are going to write a paragraph today on the very topical subject of Christmas. Let us assume that for today's lesson the paragraph consists of roughly five sentences. You already know that a paragraph, if it's a good paragraph, has a topic sentence and that that paragraph represents several sentences which fully develop that topic sentence. When you are done with that paragraph, you go to the next and you have another topic sentence. And you have probably been told that a topic sentence can appear at the top of the paragraph, in the middle of the paragraph and at the end of the paragraph but for our purposes and because it probably happens more this way, the topic sentence will be our first sentence. You are now going to write for me the first sentence, that is the topic sentence of your paragraph on Christmas. This is a sentence which you are going to develop into a first paragraph. Just the first sentence and I'm going to hear your first sentence, at least some of them, and we will choose the one we want to develop.

O.K., you are done and you are ...?

Student: Patty.

Prave: Patty, what do you have? Remember this sentence now, People, so that you may say, "Well, maybe we want to use Patty's or we want to use someone else's. What do you have?

Student: Christmas is a very religious holiday.

Prave: Christmas is a very religious holiday. All right, remember that; at least remember whether you're favorable toward that sentence or not. You're going to remember the order. What do you have, Sir?

Student: The house glittered with blazing lights.

Prave: The house glittered with blazing lights. All right. May I have yours?

Student: To me Christmas is the merriest time of the year.

Prave: To me Christmas is the merriest time of the year. One, two, three. Which one do you want to develop? One, two, three. What do you think? How many for one? Nobody likes one. Two? All right. Three? The two has it. Will you read yours again, now, please?

Student: The house glittered with blazing lights.

Prave: (writes on blackboard) O.K., this is our topic sentence. This is the first sentence of our paragraph. I am going to liken this paragraph that we are going to develop to something else. Do you recognize what that is? (draws) Don't you recognize what that is?

Students: No.

Prave: That is a tree trunk. That is what I would call a tree trunk My paragraph is like that tree trunk. That tree trunk is going to grow. It is going to grow branches. All right. Since this tree trunk is the basis for my paragraph, it is really more like my topic sentence. If I was to give this tree trunk a number in relation to the rest of the tree, I would give it the basic number 1 because my tree is going to grow from that first unit. In like manner, I'm carrying that number 1 over here and I'm going to call my topic sentence number 1. This means that I probably won't have another number 1 in this paragraph because, if I had another number 1, I would have another topic sentence and if I had another topic sentence, I should have another paragraph. My tree trunk is about to grow before your eyes. That's a branch. (draws) It looks like a branch. All right. Notice, that that branch got its material from the tree trunk. That tree trunk flowed into that branch. Since this branch developed from this tree trunk, what is the numerical relationship of this branch to this trunk?

Student: Two.

Prave: Wonderful. Two. My topic sentence is about to develop into a second sentence in its paragraph. It is going to be a Two-sentence. It could be a One-sentence, it could be a Two-sentence. What does that mean?

Student: It is going to come from that sentence.

Prave: Sure. It's going to get its material from the sentence we have already created. It's not going to be a completely irrelevant sentence. It's going to grow from something I have said right here. Now, everybody here has this sentence as his initial sentence for this paragraph. Forget the other sentences which you wrote. It's a beautiful sentence. We are going to work with this one. Using this as your topic sentence, as your number 1 sentence, write a number 2 sentence, one which will develop from, one which will obtain its material from this sentence. Do that now and I will hear a few of them.

You got some clues here that you can work with: you might talk about the house, you might talk about the glittering, you might talk about lights.

Are you done? All right. Let me hear your last one.

Student: The lights shone as if heaven were above.

Prave: The lights shone as if heaven were above. O.K., we'll call that, if you may, if you would. I heard you once, did I not?

Student: Yes.

Prave: Did I hear you?

Student: No. A festive mood seemed to surround the house.

Prave: The house glittered with blazing lights. A festive mood seemed to surround the house. This also ties in the idea of the blazing lights adding to a festive mood. That develops from that. Another. Did I hear one of yours before?

Student: Yes.

Prave: May I hear yours?

Student: It appeared as though it were on fire.

Prave: It appeared as though it were on fire. I am going to use your prerogative and choose that sentence. (Writes on blackboard) Can we see what was picked up from sentence 1 and was further developed in sentence 2? What was it? What?

Student: Blazing lights ...?

Student: I think it was the house.

Prave: Yes. The house was picked up by what?

Student: It.

Prave: All right. This and the idea is synonymous. One idea in sentence 1 was picked up and further developed in sentence 2. So far now, you have your trunk of the tree, your topic sentence, you have the first branch of your tree, your number 2 sentence. You did not have much choice, you had to write a number 2. If you were going to write another number 1, you would deal with a completely different subject. So, you had no choice but here, at this point, it's where YOU come in. This is where your individuality, your style takes over because now you each have a choice. Acting on your individual choice, you are not going to all act the same. You can do two things here: you can go back to that topic sentence and write something more about it, then you would have another ....?

Student: Two.

Prave: Two. Or you can now take this number 2 sentence which you have just written and you can let it grow into a ...?

Student: Three, number three.

Prave: Three, sure. It developed from this 2, so this is a 3. What do you want to do? You want to write a number 2 sentence or you want to write a number 3 sentence?

Student: Two.

Student: Three.

Prave: Which is your desire? How many want two? (Show of hands) Three has it. I'm going to indent each time I have a new number. O.K.? You won't write your paragraphs with this indentation; we will just use it for visualization purposes. We are going to have this (draws) now. We are going to now develop in this way. That means that my number 3 sentence now must develop from this. Right?

Student: No.

Prave: No? What?

Student: From a number 2.

Prave: From a number 2. O.K. We are now going to write a sentence for which you get the information from a number 2 sentence. Would you please?

You wrote your first two sentences; everybody now please write your third sentence. Would you please write a number 3 sentence. *The house glittered with blazing lights.* *It appeared as though it were on fire.*

A hint. You might answer some questions about the number 2. There are certain basic questions you could answer. Look at that second sentence over here: *it appeared to me as though it were on fire*. Now, ask yourself, why? or how?

Student: *A fiery light shone with red, green and violet.*

Prave: *A fiery light shone with red, green* ...?

Student: ...*and violet*.

Prave: ...*and violet*. O.K. You're picking up this.

Student: *The flashing lights were red and yellow.*

Prave: *The flashing lights were red and yellow.* O.K. I never realized fire was so many colors. I guess, it is. I don't know if I heard yours.

Student: You have.

Prave: Anyhow, I'd like to hear it.

Student: I don't have any.

Prave: You don't have any? Would you like to?

Student: *The lights were as bright as a sunset on a summer night.*

Prave: *The lights were as bright as a sunset on a summer night.* That's winter. That's O.K. however. That would be all right, sure. One more. Yours.

Student: *A rainbow hue appeared.*

Prave: *A rainbow hue appeared.* O.K. What was yours again?

Student: *A fiery light shone with red, green and violet.*

Prave: Ah,... there is something about this, though, that bothers me. When you say *the fiery lights shone with red, green and violet*, what are you really talking about?

Student: *The lights.*

Prave: You are talking about the lights in sentence 1, aren't you? These lights which are blazing shone with .... etc. You could argue that on-fire business but I think you have a stronger development of *lights* there. Ah,... yours again?

Student: *The lights were as bright as a sunset on a summer night.*

Prave: You're talking about the ...?

Student: The fire.

Prave: Did you say the fire?

Student: No, I mean lights.

Prave: O.K. Anybody has something that is developed from this? What do you have, Sir?

Student: Me? I haven't made out one yet.

Prave: Who has? Who haven't I heard has?

Student: The house shone against the dark sky.

Prave: ...as though it were on fire. The house shone against the dark sky. You're picking up something here in ...

Student: Difficult.

Prave: It's difficult, yes. It appears as though we were on fire. What do you have?

Student: The fire was all colors of the rainbow.

Prave: All right. I'll take that because you are the last one. The fire was ...?

Student: (writes on blackboard) You have now developed a one, two, three arrangement in the five-sentence paragraph that we are writing. Now, do you see the choices that you have? Before you had written that sentence and decided upon it, you could have written a three or another two. What could you write now?

Student: A four.

Prave: Hm. You can write a four.

Student: How about another three?

Prave: Another three?

Student: Another two.

Prave: And another two.

Student: Four?

Prave: You can't write another one. O.K. If you write another two, we've got to go back and pick up this idea. If you write another three,-we had a rough time with that one already -- we have to pick up this idea and develop it. If you write a four, you're going to have to take something you have said here and further develop it. What is your wish? Are you game for a four? You're doing pretty well with a two. Let's go back to a two because I have a personal preference for that. We are going to write a two-sentence. We're going to stop at this one because of time. A two-sentence. What does that mean you have to do?

Student: You have to pick something up from sentence 1.

Prave: From sentence 1. The house glittered with blazing lights. It appeared as though it were on fire and the fire was all the colors of the rainbow. Now, we're making this into a four sentence because time really went by. You're now going to write a number 2 sentence which will be the final sentence of your paragraph. If you were doing this in an essay, you would have two things to consider though, one, it is going to be developed from this one and two, you've got another paragraph to pick up over here. And so, you would try to include in this sentence something which would include an element of transition. Do you know what that means?

Student: Something from this sentence.

Prave: Sure, something that you can pick up and further develop in the next paragraph. O.K., write for me a number 2 sentence. You had several of them, I could almost ask for some of them over again. (Pause) O.K.?

Student: The different colored lights were reflected on the new fallen snow.

Prave: You say the different colors? Are you talking about these colors?

Student: Yes.

Prave: That's a three sentence and you're writing a four sentence.

Student: The lights, the different colored lights.

Prave: Oh, all right. The different colored lights ...what? I don't remember.

Student: ... were reflected on the new fallen snow.

Prave: ... were reflected on the new fallen snow. All right. The different colored lights were reflected on the new fallen snow. O.K., that would work nicely. Another? Anybody?

Student: Though the blazing lights were flashing.

Prave: All right. Though the blazing lights were flashing. O.K., and I could go on and around. Let me take that one right here (writes) The ... (writes) on the new fallen snow?

Student: Yes.

Prave: O.K. You have written a paragraph which is somewhat different from the way you normally write paragraphs. I think you would normally have taken that paragraph and that essay and you would have started to write and as the ideas came to your head, you would have put them down. They would have been additive, one idea added to another. Here, you have taken a thought within a paragraph and you have developed it within itself so that when you finish this paragraph, it truly is a development of this topic sentence and you could have ... although it is difficult to project, you should, when you get to the last sentence, include something in it that can be picked up now in the next sentence and be carried on. O.K. This sounds O.K. and you might say to yourself, "How can I do anything with it?" Let me show you one way that I think you can do something with it. Let us do it very quickly, in about one minute and then you can forget it forever because you never should do this a second time, just a first time so that you can get used to the technique. Let us say that Mr. Kyler is now going to give you that assignment and you had six paragraphs to write to make up the three hundred words, let us say, 50 words a paragraph. If I wanted to learn this way, -- the way in which I can develop constructively -- I would say to myself, I want to write 6 five-sentence paragraphs and I want them to be unified. I would for one time in my life set up deliberately the patterns which I was going to use. I just used there a one, two, three, two and carried it on and had a three again. I will say that I will start my paragraph, my essay with .. (writes) .. and then I'm going to.. (writes) ..etc. Only once because it is poor to do this always. It is poor because you are allowing a rigid form to determine your thoughts and your style but I would go through the mechanics of writing one full essay this way, simply to get introduced to how to take a thought and develop it internally. I think you can use this, I think it could help you become a better writer.

Thank you. You have been a good group.

A DEMONSTRATION CLASS IN TRANSFORMATIONAL GRAMMAR

"Deep and Surface Structure"
A Summary

Master Teacher: Barry L. Swan
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Elmira, New York

On December 13, 1968, I had the opportunity to teach a demonstration class at the Campus School of the State University College at Cortland. The room was occupied by my colleagues from the summer institute, visitors from the college and from the Cortland City School District, the class and myself. The students who made up the class were not handpicked for any exceptional ability in grammar, but were the regular members of the class. The class was a ninth grade section and, I think, of exceptional characteristics. I can not comment as to whether they were an average class in the area of enthusiasm or not since I have never taught any grade levels other than tenth, eleventh, and twelfth, but I found them to be eager learners. They provided me with a novel experience both from the viewpoint that I had never taught a ninth grade class before and more to the point, I had never met with this class before.

The topic which I had elected to teach that day was "Deep and Surface Structure." In order to make this a meaningful presentation, I explained to them that since I did not know their names we would use a system of eye contact, pointing, and volunteering - which worked out quite well. The second idea which I had in mind was that I would not use any terminology in explaining surface structure and deep structure.

The surface structure was presented on the overhead projector in black pencil; I then asked a student to describe the sentence to me. The idea of "describing" a sentence was new and this was a problem until they understood I wanted them to work with the units of the sample sentence. The sample sentence was: John will eat a banana.

The next step was to introduce to them the branching tree diagram so that we would have some basis for comparison later. They were able to break down the sentence with little difficulty.

The next step was to present them with: (Question) John will eat a banana. This brought stares and one student immediately wanted to say, "Will John eat a banana?" The example was good, because I then led them to explore what happens to a sentence between the example and the finished product as they expected it.

We worked with two other transformational rules: the negative and the contraction. Trying to establish the idea of transformational order I put three sentences, which I had prepared ahead of time, on the overhead and asked the students to work through them. They were: (1) Olivia admired the Duke's messenger. (2) Sir Toby had cheated Sir Andrew. (3) Maria wrote a letter. They were asked to perform the transformations - question, negative and contraction - in that order. The operations were a success and the students had little difficulty in performing the necessary tasks.

We had just started to work on the passive transformation when we ran out of time. The biggest problem I felt that I had to overcome was the fact that they had been instructed in structural grammar and its terminology, and they wanted to equate everything in terms of sentence-class-order patterns. While this may be a satisfactory method of achieving some compromise between the two systems, this was not my objective for this particular lesson. It caused some confusion until all of us began to look at the problem from one standpoint. On the whole, however, I would say that the lesson was successful since it gave them a third way to examine the English language, assuming they had been exposed to traditional grammar.

THE IMPLEMENTATION OF RHETORICS IN THE SECONDARY ENGLISH CLASSROOM

Panel Discussion

Chairman: We will start today, maybe, with Terry, Teresa Roberts, who worked this year with a unit that Bob had started in the composition workshop, since she has kindly volunteered to tell us how she had applied Bob's idea in her own classroom. Terry.

Roberts: You will remember that Bob got the interesting assignment to try to tie the whole demonstration course together during the last three days and that he started a unit, which he was not able to complete, on the idea, structure, vocabulary and style. Remember that he started out asking the students to write a paragraph which began with the words "I did something because......" and gave them five minutes to do it. Finally, he attempted to elicit from them what they had to deal with in order to write this paragraph. The students had to have an idea, they had to have some organization of structure, which was, as they found out later, immediately set up by the *because* in that first sentence. They had to use words, that is, they had vocabulary to use, and eventually they would get to the idea of style. I tried this as my first unit this year and stole most of the ideas straight from Bob. I used the same pieces of literature which he had used when he was discussing his unit, i.e., the first paragraph of Saul Bellow's *Seize the Day*, in which the structure was quite interesting because the author described there an elevator ride down from the fourteenth floor to the lobby with one break in structure at the floor on which the young man's father lived. Once the young man had passed his father's floor, there was a complete change in attitude. And then, a sonnet by Frost, "She is as in a field a silken tent." Most of you probably saw what Bob did with these pieces and I followed his example including the little paragraph *I did something because.....* It took us two days to get through *Seize the Day* and when we talked about that student, we began to understand the idea of structure. We talked really about the structure in that particular paragraph of prose for two days. Then we went on to the sonnet "She is as in a field a silken tent" and, just as in Bob's class, the sonnet was a revelation to them in the use of vocabulary and in the difficulty of taking an idea and putting the whole idea in the very, very close structure of a sonnet. That is where Bob stopped and after that I was on my own. The first thing I did when we had finished -- and this took me about a week -- and when we had managed to get some concept of structure, was to begin to realize that vocabulary strengthens and upholds the structure and that your main idea is what determines your vocabulary and frequently your structure. This is just a glimmering in my mind as well as in the minds of my students.

The following day I asked my students to complete their *I did something because......* paragraphs trying to use some of these ideas. They came in mostly with a three-sentence paragraph of the type *I took a job because I wanted to earn money*. We discussed the fact that the *because* meant that they would have to reason why and that this reasoning was going to be their paragraph. Then, I handed out the basis of the whole unit, Thoreau's paragraph I went to the woods because...... from Walden and of course the first hard realization was that Thoreau had written at least three times as much as most of the seniors had written in their paragraph and that they would have to do something about it. I made up transparencies for the overhead and the first one did show the structure, the reason why, and an outline of the paragraph and I sent the students home that night to rewrite the paragraph, to try to get it into a good structure and to try to expand the idea a little as Thoreau had done. The next day, the paragraphs had been expanded a little. We kept all the copies of the I did something because...... paragraphs and I made what I consider quite a discovery myself. I went over the Thoreau paragraph with the students and we discovered the use of the vocabulary, particularly the repetition of key words and what we came to call the set of synonyms for these keywords which could be used again to strengthen the structure. We also discovered Thoreau's elaborate modification. So, using the transparencies we discussed all this and they went home to rewrite their paragraph again. I told them to be as repetitious as possible, using keywords to strengthen and expand the structure of the paragraph. With the last rewrite of this paragraph, we had four copies which were all handed in. This had kept them interested for two weeks. The results, I would say, were pretty good; I had several excellent paragraphs. I had one boy, a very slow writer, who worked through two of my study halls to rewrite that paragraph for a last time on the basis of this idea of key words, repetition and elaboration. Each of the paragraphs turned out better and by the time the students were writing their fourth draft, they had caught on to the idea of rewriting, which served as basis for my teaching of the research paper. There I have been able to refer again to ideas, thesis statement, vocabulary and also to structure which is pretty much determined by the way you make your thesis statements. One of the last things, I told them, before they handed in their papers, was to check through and to see whether they had repeated key words which pointed to where they were going. Style, no; I don't think they will really understand style through the unit. If anything is going to teach style, it is, I think, the idea of rewriting sentences by compounding kernels. This, at least, allows them to see how everybody can come up with a different sentence. To return to Bob's unit, I must admit that I was delighted with it. If I was successful, I blame it all on Bob, and what he did in two days really expands into a two-week unit that is useful for the rest of the year, as far as I can see, because my students still recognize the terms and know what is meant by them.

Chairman: Maybe, I will interject here because it goes along with what Terry was talking about. I taught composition in twelfth grade during the first ten weeks of the semester. I used an essay and a poem, which I had found in 12,000 Students and their English Teachers and which went along the same line Terry was talking about, i.e., E. B. White's essay "About Myself" and Auden's poem "To an Unknown Citizen." I did not use this material quite in the way this had been suggested in the book but worked with the same idea Terry was using in her classes. In other words, I focused on structure and showed my students how you build an idea and how you fit this idea into the structure of an essay or of a poem. Terry brought this to my mind when she was talking about sets [key words]. We also discussed tone along with this and picked out the sets of words which determine the tone and gave them the vocabulary so that they could actually pick out the words. I asked my students for instance to find all the words in the "Unknown Citizen" which they thought gave the poem tone. Then, we attempted to find in White's essay the words which fulfilled exactly the same purpose, although the tone was completely different. Finally, we used two essays with a still different tone, i.e. Sancton's "The Silver Tone" and McKenney's "A Loud Sneer for our Feathered Friends," and they had to take a paragraph from Sancton and rewrite it with a completely different tone. Then, I asked my students to make a list of the words from their paragraphs which had completely changed the tone and to take these words and use them to change the tone in three other paragraphs in the Sancton essay. To change the tone, I even tried to change the ages of the speakers but I gave that up later and limited myself to changing the set of words only, so that my students would see that it is the set of words that gives a particular tone to your writing and that there is also a certain structure in a poem and in an essay which fits the words together in a quite unique way.

I taught Christensen again this year, as you can imagine, and dittoed off sheets for you with sentences which my students wrote and with which they are quite impressed, I started out teaching them the levels, that is, getting the levels into their sentences but we did not spend too much time on that. In fact, my students complained bitterly that you do not really go through all this when you are writing. As a matter of fact, you can get so involved in getting these levels and argue so much, as we did this summer, that I dismissed all this with a wave of my hand and said, "Don't worry, it will all come clear to you in a blinding flash." Then, I had them do the writing and we did finger exercise after finger exercise of writing in one level and two levels, up to three and four and finally, in one mad day my students wrote sentences in which they got as many levels as they possibly could. The sentences were disasters for the most part because the students had been concentrating so much to get up the number of levels that the sentences became too convoluted. My students, however, did write the levels and finally got to a point where they wrote some beautiful sentences. The boys, especially, but also some of the girls who really find writing a chore were quite thrilled to see on a piece of paper their names with some sentences which I considered good and they said, "...but you thought that this was a good sentence?" Very often their idea is that a good sentence can only be written by a student who has an exceptional vocabulary and who writes on and on. We finally got the idea across to them that a good sentence is not one which uses a lot of flowery language and eighteen-syllable words and that a beautiful, clear, simple sentence can be written by the most of mediocre students.

Did anyone else try Christensen this year? John?

Prave: Teaching the paragraph. At Seneca Falls.

Chairman: How did it work out?

Prave: It is working out well. I am giving a demonstration class of the introductory unit this afternoon.

Chairman: Good. Nobody else dared to tackle it?

Yawney: Could I branch off a little? Some of you people this summer saw the unit that we work with at our school and so you know that we don't teach composition as such, we don't teach grammar; everything is incorporated and therefore, anything that I actually wish to do has to be snuck in for a day or two because the supervisor does not want you to depart from the unit for very long. So, the only thing, actually, which I have done very much with my seventh grade this year is to concentrate on style. I found several things that have worked out very well with my students this year and I am sure that some of you have probably used these techniques already; they were however new to me. One of these was concerned with the idea of describing things, activity which I performed in connection with the art teacher. He would choose some of his better students and I would team them with my class. Then, my students would write the description of something, an object, a person, a theme and this description was handed to the art students who would reproduce it. The description and the drawing were then compared and if they were not quite the same, we would see where the fault was. If it was the writer's fault, I would keep going back to the writer until he wrote it in such a way that the art student could reproduce it exactly. This activity was very successful because it taught the students to put exact detail into their writing and both classes got a lot of enjoyment out of it.

I wanted to mention one other technique we used to improve students' writing. This technique was based on the use of pictures; as a matter of fact, we used an awful lot of pictures this year. I would go through a magazine and find photographs of people's faces that were expressive of some emotion, not really open but rather subtle like an expression, perhaps in the eyes, that might give you a hint of despair. I would clip out these pictures and bring them into the classroom to put them up on a big bulletin board for all my students to see. The students then came up and picked out a face that interested them. They now had to imagine the thoughts that were going through that person's mind and to write them down. At the end, the papers were all mixed up -- I had set up, of course, a key for myself -- and each student would receive one of the papers except his own. The students now read the description and tried to match it to the face that the person had written about. Finally, the description was returned to the writer who would rewrite it, if that were necessary. As you can see, we have worked quite a bit with pictures and style.

Kyler: I have a few comments to make. First about Christensen whom I had the fortune of meeting at Milwaukee [Annual NCTE Conference, 1968]. He was a little startled when I told him that we had dealt with his approach at an NDEA Institute in teaching secondary English and he was even more confounded when I told him that I planned to adapt his system to the junior high school classroom. He did not like this too much. He told me that I would have to do a tremendous job adapting the material. This is, of course, just his opinion. My second comment refers to what Mary said about pictures. Mr. Stokes [Institute instructor] lent me at the beginning of the year a very, very interesting book which furnishes some guidelines for the use of pictures in a writing class. I am trying to set up an experiment at the Campus School with the same kind of idea. The book is entitled Stop, Look and Write, I believe. A third comment: it may be glancing too far into the future, but what is going to happen if rhetoric, especially the new rhetoric, stays as important as it is presently? All well and fine, but what if the media changes? Neil Postman, who, as far as I have heard, always chooses the most dynamic, the most sensational topic to speak on, chose one in Milwaukee to discuss what he calls Media-Ecology. Postman challenged the English teacher to find out more about the teaching through media because if he didn't, by 1980 the English teacher would be far behind in teaching methodology. Media Ecology, supposedly, is taking over the way we do things in the secondary classroom, whether it is the English class or the Science class. Therefore, Postman was stressing in his talk how we form our ideas and how we communicate them in words. As a result, we should also have our eyes on different possibilities, such as the art of communicating ideas to which Mary referred in her comments. I think that we must make our students aware that there are more and more ways of accomplishing the same objective.

Stokes: May I add something at this point?

Chairman: Certainly.

Stokes: I noticed that even in the local areas one of the problems in the new media approach is the literature that students are reading these days and from which a response in writing is required from them. Take for example a novel like Rosemary's Baby or Manchild in the Promised Land and in many cases In Cold Blood in seventh grade. Manchild in the Promised Land is in some ways bad enough to teach -- I am talking about teaching it -- but how do you respond to this in kind; in other words, what kind of words do you use to describe this? Four-letter words?

So, with my methods class. My students have been intrigued with a number of things. First of all, when I bring back compositions from the various schools, -- and I get lots of compositions for them to look at -- they are appalled at how poorly these students write. Then, the next thing my students are looking for is some way of avoiding grammatical explanations for the rhetoric and try to move to what the student is attempting to do, that is, what sort of expression level he is using, and here, they have been interested in Christensen and his maturity level approach. In other words, the mature style is what? Patterns of embedding and so forth? They suddenly discover that something else has happened and that is that many students are adopting and adapting for their own purposes some sort of a new style of writing which comes closer to the tangerine-flake, kandy-coated, streamlined-baby type of thing that Thomas Wolfe writes. You see it, if the students are given any chance to write non-expository prose but some break out at the seams no matter what they are writing to try to show expression. The pattern does not demonstrate what we call maturity from the viewpoint of measuring the numbers of embeddings and complex style. It is rather a disjointed sort of thing. If you look at it, it is rather as if you had taken a trip and you are reproducing it directly; in other words, you are getting a kaleidoscopic effect. The kind of art that would come from their writing would be the kind of thing that you might find in the new Beatle movie, "The Yellow Submarine" or that kind of thing.

I brought along a brief sample that I would like to read. It is from a student, a live student, from Berkshire. This is a play called "Feather" and here is a part, just to show you the texture. Try Christensen on it or try anything on it. It starts out:

> "Knob, knob,... I studied the knob on the student lounge and noticed that it resembled an apple. I had never been too hungry for apples, but there they've always made me think of pigeons-under-glass. Needless to say, pigeon-under-glass makes me drool and sniff the air with the pregnant anticipation of a day, a holiday, spent poisoning pigeons from a park bench.
>
> I decided I was hungry for knowledge so I romped the hall towards the cafeteria. I fell at the top of the stairs and bounced off a girl dressed in a patriotic bell-bottom bra outfit with a mourning band around her neck. ...

I'll stop there. This is the kind of thing that I am beginning to find in compositions when the students are freed in any way to do this sort of writing or when they are given the chance to write. Is it stream-of-consciousness? Is it some sort of collage of words that are freighted with color, sound, meaning? It is something that I'm having to react to. I am trying to assess it. How do I mark that? -- He didn't spell bra correctly? -- It just doesn't work. I don't know what patriotic means? What does apple mean? What kind of apple? Pigeon-under-glass or squab-under glass...young pigeon? How old is the girl? I'm stuck because they are not doing something to which I can apply some of the rules to.

Chairman: Glenn.

Parish: I would like to mention something about what I had done with seniors this year, which I think helps them to recognize some sort of connection between what you could call vocal and written expression. I have a class of seniors, fifteen of what we call Non-Regent, -- this is a nice label to put on them; it simply means that they are probably not going on to college, that they cannot express themselves well, and that they have been passed by the guidance department, even though they have actually failed in the grades. So, if you talk to them about writing something, they just pass it in. There is not really any connection between the writing and their own world. So, I wondered if there would be a possible way of connecting the sensations of their world which are very much related to sound and what we might call the world of writing. As a result, we tried to write our own little song. We took as a beginning point "Harper Valley P.T.A." The students enjoyed this tremendously, also because we took various little members of our faculty, myself excluded and said something about them in the song which came out as "Cherry Valley P.T.A.," Cherry Valley being a section of Central New York. In the compounding the students had to count syllables and to examine the rhythm of this very simple song. We eventually wrote a complete song, word for word, by putting their ideas into their own words. This got these students more excited than anything else we had done through the year because here was a song that meant something to them, a song which was current, alive, and had some real depth to it, so far as they were concerned. We also got into tone of language and mood and the students began to see how language related to their own world. By the way, this could also be a good jumping-off place for a poetry unit but I did not use it for that.

Westfield: I mentioned in the Institute that I have taught poetry with music. This is my third year of doing it. I was using this approach when I taught ninth grade and I am using it now again in eleventh grade, however, I have revised it somewhat. Basically, it was a unit on folk-song but I actually chose the thematic topic of "War." This is something that all the students are concerned about, and revising my eleventh-grade unit, we used such selections -- they are not always as current as I would like because I have not been able to buy as many repertory albums as I did before -- as "The Eve of Destruction" and some Simon and Garfunkel selections. All the students would bring in records for greater variety. First of all, we would listen to the music and then, we would reproduce the words -- "Masters of War" by Bob Dylan is one of the best -- and again, we would listen to the song and study the words. We would find literary devices, such as metaphor and simile, and we would look for alliterations but before I start any of this, I would talk to my students about music and poetry and we arrive at the fact that both have rhythm and that there are many other similarities between the two. The students are no longer alienated when you speak about poetry to them. Of course, I don't tell them that we are going to study poetry; I just start out by saying, "Here is a record I want you to hear and here are the words," and then, I go on from there. This approach works out very well and it grows, eventually, into a comparison of tone, into a theme and, since it is all in the same vein of war, into a major writing assignment, that is, a comparison of the two points of view,-- I usually set it up in such a way that the students, when they are discussing a given song or poem, will in some way agree or oppose one another in thought or in attitude or in both. We break this down even further. I ask them to envision the topic from the viewpoint of the soldier, from that of the victim, whoever the victim is, etc. You can expand this in many different ways, it has great potentials and I am very pleased with the way it has worked out.

I would also like to expand, to some extent, our earlier discussion of media. A few weeks ago, we had a meeting in our school system and I saw there something which I thought was very interesting and would work beautifully for writing. In the media course, which is offered to seniors at our school, the students eventually get to the point where they are actually producing films. During the demonstration at the meeting, a student took a piece of leader, approximately 25 feet long, and just scribbled on it and made different designs, using several colors of magic marker. After he had scribbled all the way down, the instructor ran the film strip through the camera. It was like a psychedelic vision and I saw at once the possibilities this would have for the teaching of writing. The idea of knowing what happened and writing down immediately what you see impressed me tremendously. Parts of it looked like a Rohrschach test and others like flowers, and all this reaction in just a minute. Maybe, we could build something from that in terms of a writing assignment and I think it would be highly effective.

Roberts: I was just thinking of something very similar in connection to what Mr. Stokes read to us. It is only the very sophisticated student that writes this kind of thing and we are almost getting into the position of having to begin to teach the student how to understand this type of thing, as well in media as in writing. Last week, we had some films in the school and one of them was called "Blinkety Blank." I don't know whether any of you have ever seen it. It runs about four minutes and has been made by scratching pictures onto the black film; it is very symbolic. It starts out with two little dots, a red one and a green one, and as you watch it, as I did, for the third time, you come to realize that there is here the whole humanity starting out with two little dots. One of the dots turns into a little birdlike thing and attacks the other dot. It becomes a worm. And there is the survival, the struggle for survival, there is conflict. Eventually, the two dots begin to relate and the red one goes through all sorts of processes trying to turn into something that will relate to the white one and finally manages to turn into a bird. You have love, you have an agape, you have procreation and finally the renewal of his race: a little white bird appears. Now, I showed it to my class and asked my students for their immediate reaction. It was only the most sophisticated and probably the most hippy of the group who got anything. The immediate reaction was that this was silly. Then, they talked about it, they tried to write about it and we are going to see it again next week but if they can't even see these things, the first time through, we will have to begin to teach this because it is coming out in the literature and it is also coming out in the movies. This fix symbolization in media is not coming through to them yet but it can be used in writing and our students will just have to learn to react to it.

Chairman: Is there somebody else on the panel who would like to add anything to the discussion or is there a question from the audience?

Yawney: When we were in the classes with Mr. Bourdette, we had several questions on grading and some of the people were interested in the scale which we used in our school. This year we have made some more research in grading. We even sent some of our people to do some further study on it. It may therefore be of interest to those who wanted to acquaint themselves with our scale to know that we have made many changes this year. All of us in the department, for example, have started correcting the compositions by tape. We found that some of our students were having so much trouble with punctuation that we insisted that they make every punctuation mark in their composition very clear and very dark. Then, before I handle it, that same composition is given to another student in the class to read it into a tape recorder. When the student is recording the composition, he must pause at every comma and stop at every period. Finally, the student who wrote the composition goes and listens to the tape. If he feels that he should rewrite it, after he has heard the recording, he will do that and then submit the new draft. This has been very, very effective this year.

Chairman: Evidently, they see that there is some connection.

Yawney: I have also tried to have them read their composition and found that they corrected it, if they wanted to learn. On the other hand, if they read it and then handed it in without correcting it, it was because they missed it in their own reading.

McGrath We also tried to do this and have been quite successful. We have not had the tape recorders but I believe in the idea that the student should read his composition out loud. We have often handed back compositions with errors which the students had made out of sheer carelessness. At other times, because the student's mind was concentrating perhaps on his plot, he was forgetting the mechanics or because he was concentrating on the mechanics, he was getting disjoined sentences, ending up with run-ons or writing fragments. Now if you get a student to actually read out loud, he will spot most of his errors by himself, that is, if he reads every word carefully. I have my students do this in an after-school type interview, when we are talking about their writing. Then, they walk out highly insulted, pounding themselves on the head, calling themselves stupid and thanking me for not giving them a 20 instead of the 40 they had. That is just a point of emphasis but they realize how bad they were. On the other hand, if they are just reading their composition silently, they are sure to come up and argue with me about the grade they have received.

Chairman: It is about lunch time now. So, let us round off our discussion now. It has been a very rewarding discussion.

THE IMPLEMENTATION OF LINGUISTICS IN THE SECONDARY ENGLISH CLASSROOM

Panel Discussion

Chairman: The panelists only had a short time together this morning in order to plan a little bit what we are going to do. The aim of this discussion, as I see it and as we saw it together this morning, is to add to what a lot of people had already started doing individually by talking about our success with linguistic material in our own classes. Another thing that could be of help to many of you is to discuss some of the materials we are using and that we are having success with. This may give you some ideas as to what to investigate if you wanted to try this out yourself. One of the panelists, who is not on our original list and whom I inducted this morning myself, has done some very interesting work. I think I would like to have Ken begin.

Landon: I started out this year using some material on the history of the language, which I got mainly from my own notes. From that I went into something which I found interesting and so did my students. The material I taught in my seventh grade was a treatment similar to the one Stageberg has in the beginning of his book, that is, the nature of sounds and the way they are produced. We related this to some of the information that we had gathered in our unit on the history of the language, at least as far as how pronunciation has changed and how words have changed, too. My students became very enthusiastic about the unit and began going around the building making all these "funny" sounds. Anyway, it was a good way of spreading around that at least something different was going on in English. From there I went into morphology and especially into word formations. I am not using any books with my students. The books that we do have in the district are all traditionally oriented and since it is such a large-sized district, our supervisors frown on jumping into buying any sort of textbooks because of the expense involved. I have only run into one difficulty. The students in my honor section greatly feel a lack of security in the fact that they do not have a book to fall back on and which they can safely say is an authority, so that they might memorize it from cover to cover. As far as concerns materials which I have been using myself for my classes, there are an American Book Company textbook, Postman's series Discovering the Language, and also some materials which I have gotten from the Curriculum Center of the University of Nebraska and which I have found very useful.

Chairman: Has any of this caught on as far as some of the other teachers are concerned?

Landon: Some of the other teachers are wondering and I did team up with a teacher for a while -- about the month of October -- and we did teach one class in a more or less team teaching type of situation where she would listen to some of the things which I would do and where both would give some of the students a great deal of individual attention. She has found this experience interesting and is now thinking along these lines herself. As a matter of fact, she is expecting to perhaps take some courses this summer. Some other teachers are also thinking about it. We have a District chairman, who is lenient in a way in that he will let you try a lot of different things. So, we are lucky in that respect but I would say that most of the people are at least interested. They realize that something a little different is now going on and they are not saying "it's the same old thing that's here today and gone tomorrow." I think it is starting to get a grip on things.

Chairman: Tom McGrath is doing some work in word formation etymology and so on, too, and is relating all this to composition.

McGrath: I have been teaching tenth-graders, -- generally on the Regents level -- and I have been trying to more or less implement the suggestion made throughout the Institute to develop language attitudes rather than to try to use, let us say, a transformational text and follow it right through. It does not take much of a background and you can do this in many areas of your lessons. In other words, I introduced linguistic ideas without ever presenting them or teaching them as such. Of course, I also have the text problem, that is, the difficulty for the department to provide textbooks that suit a particular program to be followed. So, I am "sneaking" linguistics in at all kinds of spots. One way by which I managed to "sneak" it in at a number of places is to stimulate a natural curiosity about language, which I think has been stifled by some teachers using the traditional approach. I started out with a film, which was available, called "The Alphabet Conspiracy." It introduces, very superficially, some linguistic concepts. One of the concepts it introduces is that each language has its own function. We compared, as we did here, the Hopi language with no tenses with ours that has tense. Some students were quite surprised in discovering that we had tenses in English. Then, they started trying to make up sentences that had no tense. They discovered that they could not do it and were then speculating as to how the Hopi Indians did ever function without tenses. This brought them to talk about culture and its relationship to language. When they thought that they had done enough talking and that by continuing they were going to lose a lot, we moved on, more or less on the same lines, to teach them phonemes and morphemes, not so much as units in isolation but as elements they would recognize in words. After talking about inflectional endings, we would start building words. We would take a word that had perhaps two morphemes and the students would add morphemes to the word, inventing hereby their own words. After a while we got into a contest but I had to turn them off because they were trying to get the longest word in the row. They were going to beat antidisestablishmentarianism. All this became very useful during their reading practices. When they encountered long, intimidating words, they started looking at them with scorn instead of fear, saying "I made up words twice as long as those" and the words did not bother them any more.

After this, we got into such matters as connotation, some history of the language, and etymology. My students liked this, too. We ended up getting to a point where they would pay attention to connotation, that is, to the many different meanings a word could have. We started that in interpreting literature, taking just the connotative words and forgetting about the piece of literature we were reading, and they discovered that they could say many things about that piece of literature before they even knew the plot, the characters, the story or anything else, just from looking at the types of connotative words that were used. We also had a great deal of success with poetry, with a poem which was incomprehensible on the first reading. I would tell my students to forget about the poem and to examine the connotative words. They would take the words, figure out what the poem had to be about, discover some aspects of the poem, -- at least whether it contained an optimistic view of life or a pessimistic one, whether a person was happy or sad. They would hit on many of the basics about the poem and could now go back and read again the poem which had become much clearer to most of the students.

As you see, I have been "sneaking" linguistics in and it has been "sneaking" in on me in many areas, too. Those are the places where I really consciously used it the most but there are many occasions during the day where, while I am teaching something else, I find a linguistic concept rearing its head and see myself expand the lesson in that direction. I think this is good because the language is integrated with everything else I am expected to teach. So, I am working pretty much along those lines. You see, many things come up in little spots day by day and I am not trying so much to teach a definite linguistic unit, partly because, if I did, I would have to justify it. I think that I can sneak in just as much in this way as I could in whole units.

Chairman: You are new down there, aren't you?

McGrath: Yes.

Chairman: How does the District accept these modern linguistic ideas?

McGrath: The District is so big that they do not know yet what is going on. A couple of people with whom I share free periods do. We have almost forty people in the department. So, it is hard for me to tell. I have discussions about it with the people that I come into contact with and they like the idea. They especially like the idea of approaching language as a study for its own sake, forgetting about grammar, forgetting whether it helps your writing, just because it is interesting. And they like this. They are a little bit leery as to whether the kids will think it is interesting but I found that it is hard to stop the students once they really start looking at it this way. Also, I do not require that they get quizzed on it or that they do a lot of exercises, such as to define prefixes or bound and free morphemes. They end up doing the exercises themselves pretty much and correcting their own exercises if you leave them alone. Of course, sometimes it is not when you want them to do exercises but as long as they are doing them and keep doing them, I am not planning to change anything very much.

Chairman: Charyl Westfield was telling me that she has had some very good success with phonemic transcriptions. The kids have been able to pick this up quite well. Also she has been doing some sentence embedding work this year on the ninth-grade level. Charyl.

Westfield: I am also new in the school in which I am this year. In addition, I am teaching a different grade level. As a result, I have not accomplished as much since September as I would like to have because everything is all new to me in every aspect. So, what I have been doing is more or less something like what Tom has been doing, that is, throwing these things out at them. I have not really set up any units; I am just letting it go. I have been working, for example, with a very general idea of perception. At the beginning of the year I told my students that we were going to do a lot of things to increase our perception of the world around us and I took one of the large prints in my classroom, put it up in front of the board and told them that I wanted them to tell me everything that they saw in the picture. I also asked them to restrict themselves to one thing at a time. They would suggest sentences, such as there are rocks, there is water, the water is blue, and set up in this way all the kernel sentences which they needed for their description. I now told them to combine the kernels and I wrote the sentence on the board as they dictated it to me. We would eventually get a couple of possibilities and I had the class vote on which one they thought was the best. I did this in each of my four classes and each class would come up with a somewhat different sentence. Finally, I duplicated the set of four sentences and handed them out to my students. We would look at them, compare them and see which one was better and why. Some of the students decided for example that the arrangement of modifiers was better in one sentence but without getting into technicalities as to why certain modifiers were better in this sentence than in the others.

I went from there and took the paragraph from Lord of Flies concerning the figure with the parachute -- I am sure you all remember that -- had them take it down and helped them with it. In other words, we broke the paragraph down into its kernels and from that we got an idea of what a kernel sentence is; we accomplished that much. Then, I gave them the kernels from Faulkner ("The Bear") but I simplified it quite a bit. We did not know anything about the different kinds of transformations, so I broke it down for them to a point where there were pretty simple kernel sentences. I had my students try to combine them back into the original and by following right through to the letter I reproduced all their sentences including also Faulkner's original one. Then, I asked them to pick out the best and in one of the classes they chose one that was written by a student, whereas in the others they thought that Faulkner's was the best. When we talked about this, we realized that the one that was written by the student was almost as good; it said the same thing almost as effectively as the original sentence. So, we decided that, even though Faulkner wrote it one way, the same can be said just as effectively in another way. That is about as far as I got on that. However, I may add that since then I have noticed in the students' writing that they had learned something about placing modifiers and that they had become aware of how you can build a sentence.

Then we moved on. I was now concerned with another aspect of perception, the idea of looking, seeing, recognizing. To achieve this, I decided to go to the sound. I used a stereo record with recordings of various sounds such as lions roaring, guns being fired, birds singing, and had my students identify all the sounds they heard. We went back through the entire record again and they checked to see how accurate they had been. We decided that sounds are forms of communication and that language is also a system of sounds and therefore a form of communication but that it communicates in a more specific way. Then, I talked to them about all the different sounds in the world and mentioned that different languages use different sets of sounds which we all learn. I now asked them the question why a man coming to this country, for example, from Germany, who has been taught everything that he needs to know in order to communicate, why such a man still has an accent. This was quite a puzzling question for them and we spent nearly the whole period figuring it out until they finally realized that this man just did not have all our sounds in his own language. From there I went into matters of dialectal variations. I gave my students the pair dog:log and asked them to say these two words and they were amazed to find out that pronunciation varies. From that we went into the study of phonemes. To begin, I used the sentence he caught a great deal of .. and wrote the response fish spelling it gh-o-ti on the board. Finally, I gave them a sheet of phonemic symbols and had them working with transcribing these back and forth. I got them to a point where I decided that I would like to see how well they understood what they were doing. On a test that also contained other things I had a list of words and sentences in phonemic script. I asked them to transcribe these without referring to their phonemic sheets. I had tremendous success with this exercise because somehow the phonemic transcription seemed logical to them. We have just gotten to the point where we are working with morphemes but it is too early to comment upon it. To conclude, I cannot really say at this time how successful I am going to be but I can say that my students are extremely enthusiastic and the enthusiasm is not dampened yet. I intend to go on with this and some of the teachers in my school have become interested because they see that I am getting all excited about these things. If nothing else, I think they are getting interested for that reason.

Chairman: Helen Easton is one of the people who is involved in an interesting idea concerning a project to be carried out at her school. She will inform us about it, that is, how her project is progressing and how it might be set up. In her teaching, Helen has been using the structural approach.

Easton: First of all, I started with the idea of a workshop. When I came back to the high school, the department was of course very much interested in what I had studied and what I wanted to incorporate within my seventh-grade classes. So, I told my chairman what I would like to do but he said, "you can't do that because we spent six whole weeks this summer setting up the curriculum for the seventh-graders. You have to follow that." So, I started using or rather sneaking in, just like everybody else, some linguistic material and in my lesson plans I was very clear as to exactly what I was doing. Every Friday, when my chairman checked the plans, he would always have the same question, "Does this follow the curriculum guide that I worked on for you this summer?" - "Oh yes," I would say, "but it goes a little bit further. It goes a little bit deeper into the subject but I always come back to the text. It is all written down just exactly." He became extremely concerned and one day he came into my classroom and was impressed. So, now he wants a workshop which he has requested Dr. Jacobson to conduct at the school in the spring and we are right now planning and setting up the workshop for a period of eight weeks. We will have the sessions some time after school whenever the teachers are available. We do have funds for this type of activity at our school and this workshop is going to be open to all of the teachers from kindergarten on up because we are using structural approach through the Lippincott Reading Series. I am not too impressed with the material but this is what we have used. To take the students even further from this, I use, in addition, the American Book Company grammar book in my own classroom.

A workshop, such as the one we are planning, is something that all the teachers within our school system are going to have to take and most of them have been quite receptive to the idea. There is only one, a ninth-grade English teacher, who was quite upset when she looked at some of the materials that I was working with. She was not too sure how she would accept them but I think that after learning the approach along with the other teachers, she will at least try them also in her own classroom.

When the principal and the head of the department sat down with me, I did not know whether they were going to either force me to follow the curriculum or else let me go on my own and I was rather pleased when they said, "All right, go on your own. You are free." I have really stuck pretty much to the curriculum and yet have stepped off into the structural approach because this is the one I have most confidence in. As soon as I get the transformational background that I feel I need, I may step over and change but that is really hard to say. I find that I use the transformational approach in composition more than in grammar. In attempting to get the students to rewrite their sentences -- I discussed this in my report to the English teachers -- I would apply transformational criteria and I would also set certain standards as to how to grade compositions. Am I going to grade solely on spelling and am I going to curtail the ideas? And in general, what are we going to do, since I have seventh-graders and you have eighth-graders and other teachers have ninth-graders. After all, you are going to have my students in a couple of years. This was quite an argument and I was very pleased to find that the junior and senior English teachers took some of my ideas and were using them in the classroom, ideas that I stole from here, as for example, the idea of having the students write every day during the practice session and then only grading the best and marking not so much on grammar but rather on the idea and how the idea was developed. So, some of the ideas have been spreading.

In the structural approach I have used the Nebraska materials. I have taken the mimeographed materials and passed them out to the students, telling them that those were their textbooks. They take quite good care of the materials and I am very pleased to see this because now they have quite a little booklet started on their own.

As I said before, I am also using the American Book Company textbook as a text for exercises and additional information to give to them where they are confused.

Chairman: Tom.

McGrath: Can I more or less ask a question or make an observation, not only to the panel but to everybody. We are talking about the attitudes of other teachers and departments. I found -- and I was wondering just whether everyone else has -- that many other teachers had heard about and investigated linguistic approaches either through an in-service course or a course that was available on structural or transformational approaches and had come up with a negative attitude even after taking the course. It seems to me that the reason for this was that many of these initial linguistic courses that they might select would be base courses. They would not end up with an instruction in many of the specifics in a sense similar to Dr. Jacobson's lectures. I am not saying hereby that there was anything wrong with these courses but they did not provide the background and did not include the philosophy that is behind the whole approach, such as, examining language more or less scientifically, replacing a rather pedantic view of language with one of honest inquiry, and so on. This part of the approach had not been mentioned at all in many of these courses and instead, the students had gotten immediately into the mechanics which they found to be, in a similar sense, still a bunch of rules. Their students would still be bored and so were they. Their opinion then was, why should they build a new castle just to replace boredom with another brand-new boredom. I found a lot of teachers who have conscientiously wanted to make a slight investigation of it in order to see whether it was worth more investigation and they have formed a negative attitude because they have only seen one part of it and missed the whole philosophy behind it. Is there anybody else who encountered this among other teachers?

Chairman: Dr. Jacobson might want to explain this.

Dr. Jacobson: There seems to be a controversy going on, from the viewpoint of professors and instructors teaching the linguistic approach, as to whether you should restrict yourself to the theory alone and forget all about matters of application or whether you should come to a reasonable compromise between theory and application. My course during the summer was, as you know, rather theoretical but the Institute as a whole had always tried to envision the application. The problem for many of your fellow teachers that prevents them from being more enthusiastic about the linguistic approach is that too many college instructors say, "I don't have anything to do with matters of application. I will give you the theory and you study it to learn how the rules apply and that is all. You just have to take this information for what it is worth." It is then expected that the person, after he had taken in all the information he has received in the theoretical course, will go beyond that by arguing, "Now, I know the theory. As a result, I am going to work out, all by myself, how this theory can actually be applied in the classroon." However, this type of transfer is just not carried out. I think that we have to find a good compromise between theory and practice, if we want to get into the schools and to the teachers to actually see some progress going on. Not to elicit for the past Institute special praise but rather to describe what really matters, I wish to say that as long as presentations of linguistic theory to teachers of English are only done on a strictly theoretical basis, there is always the danger that the teacher will say, "I have studied the theory and learned the rules. All this seems to be as prescriptive as the traditional approach. Now, where do I go from here?" And then, he is involved in his teaching, his administrative chores and what not and drops the whole thing. That is the end of it. Therefore, we have to envision a healthy combination of theory and practice and promote a constant interchange of ideas between the theoretician on one hand and the persons who are going to apply the theory, the teachers of English, on the other.

Piatkowski: One other observation: I am involved in a situation right now in which I am teaching one class of linguistics and four classes of traditional grammar, an arrangement which is quite interesting. I am teaching traditional grammar on the seventh-grade and on the eleventh-grade level. And, it is an eye-opener to use both approaches. I think one of the big problems in linguistics right now in getting teachers ready for it is that too many times teachers will get this knowledge from a theoretical course and walk in and try to teach linguistics the way they have been teaching traditional grammar and it becomes traditional. I am using the American Book Company text right now and you can see how it could come out to be a beautiful book in traditional grammar, if I wanted to make it so. You have to realize that you are using an inductive approach and that you can only break the barrier if you are willing, not to talk at your students and show them the rules, but to get a reaction out of them, to be yourself a little stunned at some things and to be able to say, "Oh boy, I don't know how to answer that." Also you must be able to accept the exceptions that you would ordinarily not admit because the rule says so, especially when you are getting into using parts of speech in different slots. It upset all my seventh-graders in one class when they found out that a certain word that they felt had to be an adjective could have been used as a noun and they could have used it as still something else under very weird conditions, to be true, but because they played with it, they found out that this was possible. I think this is the gist of it. It is a matter of showing teachers what can be done in teaching traditional grammar. I don't slide linguistics under the door but I feel that with my linguistic background, both in transformation and structural grammar, I have another dimension to explain some things that the textbook merely makes a rule about. It is, in a way, like looking at a statue, you can look at it from the front, from the back, upside down, over and under and what not. And, I think the more ways that we can go to a classroom and show our students what is happening, give it another perspective, the more we are giving them, even if we are teaching it traditionally. This is a lot better than to merely say that a noun is a name of a person, place or thing, which is what a lot of these kids come through with, because they could not tell you what a noun in a sentence was to save their lives but they know the rule. They cannot identify a noun because they never experimented with it, thinking that there are more important things to do. Interestingly enough, I gave as an experiment an adaptation of the test on structures that we took on the first day of the Institute to all of my classes, seventh and eleventh, using some of the first sentences only. I did not go into any of the very much embedded sentences; I thought this was too complex for them, since I did not understand them myself,-- I think we all argued about this -- but I asked them simple things like indirect objects and prepositional phrases to see whether they could see the difference. The meanings of the sentences, as you will remember, were very similar but the structures were different. I think, first of all, traditional grammar is based on meaning so many times that the students do not see the structure at all. So, I gave this test to all of my classes, five of them, and guess which class has got the better marks: the seventh-graders. The eleventh-graders got so hung up in meaning, they could not even see the structure. The seventh-graders, again, may have been more involved or may have been good guessers but they were able to see structure. They could not explain it in grammatical terms, they could not say, this is active voice and this is passive voice but there was something about the construction that they could sense. The eleventh-graders can talk about an active voice and a passive voice and give you the definition but they do not see it, they have not really discovered it. They know the terminology but they do not understand the concept. And, I think this probably the greatest thing we can do, to teach the concepts and I have seen, more than anything else, that you can get these concepts across without using all the terminology.

My school is very traditional. No one is interested in linguistics. I am working alone and realize that, when I leave, all linguistic orientation will be gone. Next year I am supposed to get an experimental eighth-grade class, an honors group, and also to continue my experimental seventh-grade class as well as the average seventh-grade sections. I am hoping that I can get some other person to take the average seventh-graders so that there will always be somebody else that I can work with and, so to say, nudge along. No one is interested. They feel, this is what they have been doing all along. They have been teaching sentence patterns and when they are teaching sentence patterns, the only thing they are doing is saying, "You must write in this pattern," and they are getting very dull writing. They do not have any concept of the pattern as slots and not parts of speech nor of how to adapt all these things but they will look at the book and tell you that they have been doing this for years and that they know the results. I do not mean to criticize these people because I do not think that they are going to change but there is so much more involved here. Are we going to teach definitions and grammar for the sake of teaching all these definitions and these parts of speech and what not, that is, the theoretical terms or are we going to get kids to understand what is going on? You can only talk with your students so much and then they forget it. We have our people getting traditional grammar in grades 4, 5, 6, 7, and 8, with a review in grade 11. The rest is all literature. At the beginning of eighth-grade you find out that your kids do not know any more than they did in seventh-grade. My eleventh-graders this year have fought my program because I pushed things too hard. They look at a word in agreement with Warriner, -- you remember what we said about it in the English workshop -- but has any of you tried to teach some of these lessons and explain them linguistically, when you find that they do not quite work, that the kids do not get them? There was one section that we were working on which had subjects all over the place and negatives within the sentence and what not, very simple exercises of subject and predicate, but the constructions were confusing and full of transformations. When I took three minutes to explain transformations to them, the exercise went without any difficulty. The section, as the author had written it, contained a lot of words which the kids could read and would regurgitate to you but they did not understand what they meant. The minute they saw this transformational idea, it all cleared up. My students did not want to admit it but when you can get eleventh-graders fascinated to the point where they do start to ask questions rather than say, "No, boy, this old stuff again," where they try to stop you with the exception and wish to find out if you can give them another example so that they can say, "Well, this is it, this is how it works," then you have accomplished something.

In my honors class I started out with some basic language concepts and have then been using a variety of things. I am not sure that there is any one textbook that we should order and start to use. I do not trust textbook publishers, for one thing; they are out for money. I think that we got to be able to take a lot of things in, to take parts and bits and pieces and what not and put them together. I have been trying some using the American Book Company textbook with my experimental group but I am also using the Nebraska materials. Nebraska has a ninth grade unit entitled "Uses of Language" that my students are really fascinated with. It goes into gestures and discusses language as communication. In discussing gestures, I gave them the situation of a man at his wedding who is all choked up and of the minister who asks the man, "Do you take this woman for your lawfully wedded wife?" The man gets all choked up and nods and you contrast this with riding in a car on a bumpy road and jerking his head in the same way. Which is communication? You start to get them thinking in terms of these little things they are doing all the time by means of gestures and they really go wild over this. I had a lot of fun with this unit that was actually written up for ninth grade, so that I had to adapt some of the things for them. From there we went on to the form classes using Nebraska and also some bad materials together with a lot of other things I could dig up here and there. We will hardly be going into sentence patterns. I am hoping that I can start -- this is an honors group -- some of the rhetorics materials with them. The ninth-grade-one works, as I recall, with form classes and derivational suffixes and then shows how to condense sentences, how to expand them, and so forth. I think I will be ready for this, after we have studied form classes , to some extent at least. Now, I will probably have this group again in eighth grade, so I will have had them for two years. It is a pilot program but unfortunately my students are an honors group and I really feel that this program could do a great deal more good in an average or a low average class. The honors people will learn grammar, whether it is traditional, linguistic or anything else. I think they are much more interested in a program such as this one but you can get honors students to memorize the rules in Keys to Good English or Warriner and they have gotten it. I think they are a lot more fascinated this way but our interest is what would happen in an average class.

Chairman: Dave, what have you done in some of your classes?

Galuszka: I teach three sections of juniors who are preparing for Regents, one section of juniors who are Non-Regents and a section of sophomores. I find that, as far as the linguistic approach is concerned, I was the most successful in the advanced groups of juniors. I feel a little hampered by the fact that they are preparing for Regents but I am plodding along anyhow. Because I do teach juniors primarily whose curriculum is heavily oriented toward American literature, I am mainly interested in finding out -- and I always thought that I was a lit man, in quotes, until last summer -- what the application of linguistic approaches, whether structural or transformational, is or could be to the teaching of literature and composition. Primarily, in the literature I find that some watered-down transformational grammar, which is about all that I can understand right now, does help in analyzing style and in handling reading problems. Sometimes you do this, for example, over passages in literature that seem like a "bunch of words" to the kids. Dennis had mentioned this before. As soon as you use kernel sentences and talk about transformations, just superficially even, and have your students break these passages down into kernels, they really understand them. I took a passage from Poe and broke it down into kernel sentences and had the kids then build up the sentence again. When I told them that the 10 or maybe 15 kernel sentences were all taken from the same original sentence, they were amazed and they were even more amazed that out of 35 kids in the class we got 35 different ways of putting them all into one sentence which were basically saying the same thing. Then, we looked at Poe's sentence and tried to figure out why he chose to put these words into this particular order. We also talked about the options that are open to a writer, that is, about the various ways he can put the words and the kernel sentences together; this ultimately led to some discussion of deep and surface structure. I also liked to do this with the composition work of my students, especially with sentences that were very awkward like those in which they have a lot of problems with trying to express exactly what they want to say. I would tell my students to take the sentence down into kernels and they would discover what was wrong with it. I have found many of the things we did in the workshops and in the rest of the summer program very helpful. And, I did not realize it until sitting here listening that, as someone said, "the structural approach is good for teaching grammar and the transformational approach is a good way of getting to literature." This just summarizes what I have been doing.

As far as structural linguistics goes, I did a short unit on the history of English during which I played a few tapes that I got from Mr. Landon, -- I do not know where he got them. My students were really amazed. Many of them never realized that English has not always been spoken the way we speak it. It made them very interested in language. I also went through the Immediate Constituents analysis of words and hopefully, I am going to get into the IC analysis of sentences in the near future. I do not know that the kids really perked up when we were doing the morphemic description of words. It made them word-conscious and I found that they talked about English after class, and it is quite a feat to perform to get them to talk about what went on in the English class. I think that they are reading with a lot more awareness now. I also think that the IC word analysis helps their vocabulary. Finally, I think that the idea of deep and surface structure in sentences and the technique of having them write sentences that are patterned after actual sentences that appear in literature makes them more aware of what they are reading and makes them want to dig out, to a greater extent, what their meaning is.

Chairman: Before trying to make a few summarizing comments here, I would like to say something about what is going on in our area. I am using the Nebraska materials because the morphology is taught at the seventh-grade level. We had been doing some linguistic work at our school already, so it is not that I am trying to get it into the school; it is already there. We were using the experimental unit which was the very early thing that Nebraska did and when my coordinator wrote for the new materials, the finished materials of the Nebraska Materials Center, I found that the latest publication had revised quite a bit. I think that a lot of you would be quite interested in using it. From morphology we intend to go into sentence patterns and I hope we will do something in phonology. I will not be able to do too much but I expect to do something on a very close basis with other seventh-grade teachers. Another unit which I think is very important possibly as a follow-up is concerned with semantics. We are taking up connotative ideas of the type Tom was talking about and are going a little bit into propaganda and advertising. This is I think a very good path to take after you talked about words and sentence patterns.

It seems that we have a consensus here: the use of some of the approaches discussed this past summer have proved to be helpful in the study of the language, and specifically the structural approach for studying the language in general and the transformational approach for studying composition and literature. In the future, we might wish to examine whether the transformational approach is going to be helpful in studying grammar and which the rhetorical implications for the writing of compositions are. As far as the adoption and also the availability of new materials are concerned, we certainly had a very interesting discussion which pointed out the problems involved in a successful implementation of linguistics in our districts. I think that part of the problem, in addition to what Dr. Jacobson and Tom had suggested, lies in the fact that when these earlier workshops were being conducted, people thought of them as a means to find a replacement for old things without being able to provide the materials required for such a replacement. It was all so new and teachers were not ready to produce units of their own.

One of the advantages of the linguistic approach is, it seems to me, the use of an inductive method for its implementation. It is important to let the students observe, to let them make conclusions about the language rather than have them sit there and, as Dennis said, talk at them. We must let them find out for themselves how their language, how our language operates.

Thank you.

APPENDIX II

Because Exhibits 13, 14, 16, 17, and 25 are not legible for reproduction, they could not be included in the ERIC microfiche copy of the report.

Exhibit 1

Center for South and Southeast Asian Studies

The University of Michigan
130 Lane Hall
Ann Arbor, Michigan 48104
Telephone: 764-0352

October 4, 1968

Dr. Rodolfo Jacobson
Dept of English
State University of New York
College at Cortland
Cortland, New York 13045

Dear Jake,

Sorry about the delay. As you know I was very impressed with your NDEA Institute and I should hate for my feelings to remain unwritten, for I feel that sessions like yours should be supported and repeated. I thought your Institute was very nicely organized and you had a fine staff. I think the chance to observe real classes and try out new ideas with them was an important part of the experience. The physical setting at Cortland in excellent for such a course, I think. Above all the alertness, reponsiveness, and all around mental agility of the participants- both teachers and students - was for me the best testimony of your success. I have some reservations about the length of your programmed day -- but that didn't seem to bother anyone but me. I learned a good deal myself in talking with and observing your student-teachers and am grateful for the chance to visit and take part.

Things are busy here. I am preparing a talk on case grammar for the linguistics club next Monday and working on a seminar on current alternatives to transformational grammar. We will focus on Halliday, Lamb, and Pike. The latter is at the Instittue for Advanced Behavioral Studies (better known as the leisure of the theory class) at Stanford this year.

Please stop in for a visit when you are out this way. I would like to return a bit of your hospitality.

Yours truly,

Pete

Alton L. Becker

P.S. I almost forgot! Here's the information I promised your wife. Eugene Troth's book (or whatever it is) is called Music 300. It includes 4 records, 60 slides, and master dittos (or dittomasters, I guess) for 40 work sheets. It is published by the American Book Co., 55 5th Ave, N.Y. It costs 50 dollars (no dollar sign on this phonetic typewriter) and is intended for junior high kids. I hope this is what she wanted. If not, let me know and I'll try again.

P.

Exhibit 2

THE UNIVERSITY OF MICHIGAN
FLINT COLLEGE

VID M. FRENCH, *Dean*
BERT B. GLENN, *Associate Dean*
ARVIN J. ROBERSON, *Director of Student Services*
BERT J. ROUSH, *Business Manager*

1321 E. COURT STREET
FLINT, MICHIGAN 48503

August 2, 1968

Dr. Rodolfo Jacobson, Director
NDEA Institute in English
State University College
Cortland, New York 13045

Dear Dr. Jacobson:

Serving as a consultant to the Institute proved a most delightful and enlightening experience, from the time I was put on the firing line at 1:00 p. m. on Monday until the panel discussion was concluded at 5:00 p. m. on Tuesday.

The decision to have the consultant meet with the students in groups of six or seven was well conceived, since it provided every student a good opportunity both to ask questions and to offer comments. One of my perpetual concerns as a consultant is that my topics may not be germane or that my comments may not engage the students at the most sensitive point. Meeting in small groups was reassuring on both points.

I can hardly say too much about the students in the Institute. In both the afternoon sessions and at my Monday evening lecture they proved both well-informed and most anxious to engage me on my terms. My only regret is that our time together was so sharply limited. I commend you for a masterful job of selection. They will obviously learn a great deal; even better, they will undoubtedly teach each other a great deal.

In short you have a fine institute going at Cortland. It is well organized and it is running smoothly and, above all, it is pushing the students to their very best effort. I am most pleased to have been asked to be a part of such an institute.

Cordially,

Robert B. Glenn

Robert B. Glenn

RBG:cw

Exhibit 3a

July 11, 1968

Dear Dr. Jacobson,

My impressions of the NDEA Institute which you are directing are very favorable. The warm friendliness and enthusiasm of participants and staff members alike generate a keen interest in the material presented and a lively spirit of inquiry. The institute seems to be particularly well-planned. I like the idea of having small workshops which offer opportunities for everyone to participate in a free exchange of stimulating ideas.

My only suggestions would

Exhibit 3b

be to place the reading room in a more accessible location and to provide more time for reading. However, it is far better to have a full program than an inadequate one.

It was a pleasure to be a part of the institute. Congratulations to all who had a part in planning it.

Sincerely,
(Mrs.) Eleanor Harvey

Exhibit 4

WAYNE STATE UNIVERSITY

COLLEGE OF EDUCATION DETROIT, MICHIGAN 48202

DEPARTMENT OF SECONDARY ENGLISH, SPEECH AND FOREIGN LANGUAGES

August 6, 1968

Professor Rudolfo Jacobson
NDEA Institute Director
State University College
Cortland, New York

Dear Professor Jacobson:

My short tour of duty at the Cortland Institute July 29 and 30 was pleasant in every way. I hope that I helped stir up students in their fifth week of an intensive summer of study.

Quite aside from my own consultant participation, let me commend you on the high level of instruction, the free and uninhibited exchange of student response to that instruction and to the high spirits of the participants despite the rather grueling paces through which you put them, your staff and yourself.

I went away with a very strong impression of your efforts there.

Very truly yours,

William E. Hoth

William E. Hoth
Professor of English Education

WEH:rc

Exhibit 5

WESLEYAN UNIVERSITY
MIDDLETOWN, CONNECTICUT
DEPARTMENT OF ENGLISH

September 4, 1968

Mr. Rudolfo Jacobson
State University of New York
College at Cortland
Cortland, New York 13045

Dear Jake:

It was good to have your kind words about my talk in Cortland. I certainly enjoyed the talk, the workshops, and your excellent hospitality.

You've probably finished writing your report for Washington, but in case it will still do any good I'll record a few comments on the Institute. (I've just returned from England, and hence did not get a chance to answer your letter earlier.)

The spirit of the participants and the staff at the Institute was extremely impressive. I've rarely seen such a healthy atmosphere of mutual participation, with participants eagerly seizing upon and working with the major ideas put before them. They were not being handed a set of linguistic doctrines, but rather, they were engaging ideas in a spirit of open minded inquiry. I also admired the evident concern of the staff to connect theoretical material with the practical problems of the classroom. So far as I could see, the staff was both understanding and extraordinarily dedicated; I'm sure it was this that the participants responded to so warmly.

In short it seemed to me that the Institute was one of the more successful ones I've seen. You should be congratulated on making it so.

I also hope that we will get together again in the future. Many thanks for inviting me to Cortland and for making my stay there so pleasant.

Sincerely,

Dick

Richard Ohmann

RO:mj

Exhibit 6a

November 29, 1968

Dear Dr. Jacobson,

Thank you for sending me the copy of your report on the visit to Levy - I believe you made accurate observations, and I am very sorry that your visit was disappointing (I hope that it was disappointing only from a professional point of view, as I enjoyed very much seeing you again.) Since your visit, I have thought a great deal about my implementation, or lack of it, of the ideas we explored last summer. I believe that, in my teaching situation in an urban school, I can best use those ideas and materials by integrating them into my present approach which, I suppose, most would consider literature-oriented. To be honest, I must confess that I was quite excited about a total linguistic approach during our institute, but - upon returning to a very real teaching situation - I found myself not quite so convinced. This is not to say that I have rejected what I previously felt so excited about; quite to the contrary, I feel that my teaching is very much different as a result of the summer experience. It is just that I have not re-vamped

Exhibit 6b

my total program, and centered the year's program around a study of language.

For the reasons I have mentioned, I do not feel that I could make a significant contribution to the NDEA meeting through those activities listed under (2). I am, however, eager to attend the meeting and share in the general discussions. I would particularly like to hear from the participants about their successful implementation of the institute.

I look forward to seeing you again and perhaps discussing this letter with you. After your visit, I felt that I should give you an honest appraisal of my views and feelings, as you have been so very kind and considerate to me.

Sincerely,

Charlayne Allan

Exhibit 7a

December 4, 1968

Dr. Rodolfo Jacobson
State University of New York
College at Cortland
Cortland, New York 13045

Dear Dr. Jacobson:

I received your letter today. It is with great regret that extenuating circumstances here prevent my attendance at the institute "reunion" on December 13. Since I cannot attend I will try to explain a few of the ideas from this past summer at Cortland I have used, am using and expect to use.

In September my two Regents classes and one AP class turned back through the annals of time to 5th. C. BC in Greece. We not only covered masterpieces in literature but philosophers, philosophic ideas and especially rhetoric. From this ancient world, students (and myself) learn to see and use numerous rhetorical devices to make communication in words a living, effective process. Unknown words such as; anaphora, epanadiplosis, chiasmus, zeugma (and many more) are not mythical elusive entities but ways to put words together to be emphatic. Through these many devices students have looked at writers and tried to see what made them great. They found Aeschylus' Oresteia and Sophocles' Oedipus Rex, among others, contain many devices studied which made the literary works evaluative in another way.

By looking at rhetorical devices first, then applying what was presented, studied and used in student's own writing, they learned(and learn) to transfer rhetorical theories to literature and hopefully understand what is read, why the author used a certain device and what it means to understand passages heretofore ambiguous or unfathomable.

Exhibit 7b

This week I am presenting Christensen's Rhetoric of the Sentence. Noun cluster, Verb cluster, adjective cluster and absolute live now in the mind's eye of the student, perhaps somewhat feebly. However, I have students observing; an eyeball, a twitch of the mouth, a swagger down the hall, a teacher "emoting." They are beginning to SEE things. If possibly I can convince them to pause, to stop, to see, then communicate perceptively, I will succeed. Today's sentences varied from bad to worse, adjectives piled before nouns, instead of the noun clusters "ordered", but a few more students showed sparks of insight into the process. I am thoroughly enjoying the challenge, attempting to present a means to a style when many have not mastered simple description or narration in writing. Now they are expected to become Faulkners and Conrads over night. Explanation to achieve understanding for the students takes many unorthodox paths. Looks of whimsy and disbelief, as well as suspected teacher insanity, creep over their faces when I suggest they "downshift" and "backtrack." By Friday my comments will probably dwell on their "threadbare" texture and they will be convinced of my balminess.

Our department chairman has order the phrase structure units which I intend to use later in the year. Also, Ohmann's fine work and ideas are on the agenda, as well as the idea of complicated, lengthy sentence structures all starting from a little kernel plus many fellow kernels. My greatest objective is to "show" students, to make them aware that my September statement, "We will work all year with 'the' sentence," was not a facetious remark. I want them to see structures in language, to apply this knowledge of how language works to reading and in the end to achieve proficiency in the ultimate discipline (even if it is unnatural), writing. Hopefully, all this can be learned and if it is learned will change each and every student into a perceptive, receptive being who can communicate with his world and the world.

This letter represents a "tiny" bit of what I have started to use from the idea mountain at Cortland last summer. I can only say, what I became aware of, what I learned, and what I am now doing is "thanks to you and your staff." It was a pleasure. My apologies and regrets that I cannot attend the meeting next week. Hopefully, we will meet again and I would like to suggest a meeting next summer which I am sure I could attend.

Best wishes,

Pam Banikowski

Exhibit 8

Box 707
Mexico, New York
November 13, 1968

Dr. Rodolfo Jacobson
State University of New York
College at Cortland
Cortland, New York

Dear Dr. Jacobson;

I was very pleased with your visit as part of the follow-up program, because you were able to answer so many of my questions. Thank you for sending me a copy of your report. I appreciated your comments for so often we, as teachers, find it difficult to evaluate objectively what goes on in our class rooms. I particularly tried to concentrate more on what my students were saying and how I could apply that to my classroom objectives in the time since you visited. My biggest regret is that I am no longer there to try to implement your suggestions.

But- on to the general meeting. I would like very much to participate in some way. I feel that one of the most worthwhile class experiences I had after the Institute was in my lessons which approached spelling through some knowledge of the history of English. In thinking about these classes and about the general meeting, my first reaction was that this would not be of interest since it is not directly concerned with the problem we discussed so much this summer-how to relate linguistics and writing. However, this problem of teaching spelling might be of particular interest to any junior high teachers, for it is at this level that many departments make the last big push with spelling lists and spelling workbooks, approaches which appall me and most students. If this is something which you feel could be part of a beneficial program, I would like either to give a report not only on what I did but also on what I would continue to do with this approach or teach a demonstration class, at the junior high level, using this approach. Since you will know the over all plan for the meeting, I will let you decide which would be more applicable. Please let me know which you would like me to do and the amount of time which would be alloted to me.

Yours truly,

Mary Jane Brown
Mary Jane Brown

23 September 1968

Exhibit 9

Dear Dr. Jacobson,

I've been trying to put most of my summer's learning into practice; but, oh! the obstacles to overcome! Anyway, I guess I can say that, at the least, I am a better teacher than I was last year.

Enclosed is my schedule. I thought you might find it helpful. Although I am truly looking forward to seeing you in November, I wish you were coming sooner; for it will be too cold for Frisbee in November!

Please tell Mrs. Jacobson I send my best wishes; I still enjoy the memory of our lovely talk at the final cocktail party.

I hope this card finds you very healthy and very happy, Dr. Jacobson. I really Do think a lot of you!

Sincerely,
Janice

from the Coronation Collection

26

75-7-18
MADE IN U.S.A.

Exhibit 10a

BISHOP LUDDEN HIGH SCHOOL

FAY ROAD • SYRACUSE, NEW YORK 13219 • PHONE 468-2591

Dr. Rodolfo Jacobson
SUNY College at Cortland
Cortland, New York

Dear Dr. Jacobson:

I hope you will pardon me for not having written, but I got a job on construction immediately after the termination of our courses, and my duties this year as Debate Coach and Business Manager of our English Department(along with teaching duties) have Kept me off the streets and away from personal use of the typewriter.

I was pleased to receive the notice of your visitation date, as I had mislaid the information, and the enlightening Newsletter. I, too, have been implementing the "New Grammar" approaches in my classes: specifically, phonemic transcription and Stageberg's sentence patterns. I feel that this will give the students some of the terminology necessary when we get into Christensen's rhetorical principles, which I have already deviously led the students into with in-class discussions of sentences which have come up in their composition work.

I find student reaction to these discussions heartening--motivating and stimulating--but there is mixed reaction to the structural grammar. I suppose they don't really see where it is leading and they have learned to be suspicious of any

Exhibit 10b

BISHOP LUDDEN HIGH SCHOOL
FAY ROAD • SYRACUSE, NEW YORK 13219 • PHONE 468-2591

"formal" approach. Identifying sentence patterns smacks of traditional diagramming.

I have surreptitiously introduced them to the idea of "Deep" and "Surface" structure, and their comprehension of these concepts seems good so far. I thought perhaps that when we get to the Phrase Structure Grammar they will more easily grasp the idea behind it having made this distinction earlier. It remains to be seen, however, just what "works" and what doesn't.

Tuesday isn't the best possible day of the week, since we are on a rotating schedule and I will have five straight classes in the morning, and my first two groups are slower learners. I will have an "Advanced Track" class at 10:10 a.m., so perhaps you would like to plan on being there at that time. It really makes little difference to me, though, and you may prefer to see how a slower group handles these approaches. Also, I could probalby get a period off for consultation, so there is no real problem.

One more thing: may I prevail on you to speak to the class, only for a few minutes possibly, about grammar and any questions they may have? I know that they, as well as I, would appreciate it.

Hoping you don't judge my writing ability by this fragmented, longwinded attempt at the epistolatory art, I am loking forward to our meeting on October 29.

Sincerely,

David A. Galuszka

EXHIBIT 11

December 6, 1968

Dear Dr. Jacobson,

As you know, I had intended to attend the conference next week. However, a few days ago I received an offer to read the College Boards for the E.T.S. in Atlantic City. This is an opportunity I feel I can't pass up as a teacher. I am disappointed but I will not be able to attend the meeting, for this experience in composition should be extremely valuable.

The past few weeks I have been working with kernel sentences with two groups of juniors. Although my purpose has been mostly composition, still there have been language benefits gained. The sophomore reports on English have been quite successful.

Again, I am sorry I won't be there next week.

Sincerely
Helen Lundgren

Exhibit 12

665 Kenmore Avenue
Kenmore, New York 14223
October 19, 1968

Dear Dr. Jacobson,

I enjoyed reading the N.D.E.A. Newsletter very much. I have been using some "linguistic approaches" in my classes during the past few weeks. Next week I shall begin formal grammar work with my 7th grade experimental group. Although the text I am going to use is the American Book Company's with a structural approach I hope to add some transformational ideas also. By the time that we meet in December I hope that I will be well into this material.

Yesterday I attended the Western Zone English Teachers' meeting at which Dr. Smith spoke. It was an introductory talk on linguistics and current attitudes about language which should be understood by English teachers. It was well received by those who attended.

While there I met Pia Hoyer and Pam Banikowski and we proceeded to have a grand olde reunion of the Western New York delegation to the Summer English Institute at Cortland. We are all planning to attend the December 13th meeting together. This is really why I am writing. We feel that it would be best for us to leave Buffalo on Thursday and arrive in Cortland later Thrusday evening the 12th and return to Buffalo after the meeting on Friday. Would you please send us a list of motels in the area so that we could make reservations?

We are all looking forward to the meeting on the 13th. Best wishes.

Sincerely,

Dennis Piatkowski

Exhibit 15

September 9, 1968

Mr. Dennis J. Piatkowski
665 Kenmore Avenue
Kenmore, N. Y. 14223

Dear Dennis:

It was very nice of you to send me such an enthusiastic letter about our past Institute. Letters as yours and commentaries as those received in most of the Post-Institute Questionnaires have compensated me generously for "my hard work" here at Cortland. The Institute's success, however, was not my merit alone. I was very fortunate to have a good staff and even better participants who helped make this project an exciting experience for all of us.

I suppose that you are back in school by now. I shall be most interested in knowing how you are planning to integrate into your classes some of our ideas and how your principal and department head look upon these innovations. I am looking forward to seeing you again in December or on one of my travels to western New York.

Best wishes to you and Nancy,

yours

Rodolfo Jacobson

RJ

Exhibit 18

Cortland, New York
October 7, 1968

Dear

As scheduled, I shall visit you in your school on ______________________ to observe your class if this is convenient to you and your principal and also to discuss any matter of interest for both of us in the light of our Institute experience this past summer. I will be delighted to see you again.

I am planning to be at your school at _________ approximately and to visit with you during the _______ hours.

Best regards,

Rodolfo Jacobson

RJ

Exhibit 19

Cortland, New York
October 7, 1968

Dear Principal:

The NDEA Institute for Advanced Studies in English Language and Composition, which we conducted at Cortland this past summer, has planned a follow-up program which is designed to help us evaluate, more effectively, the 1968 Institute and to suggest which steps should be undertaken to improve it, were our proposal funded again.

One of your teachers, ________________, was a participant in our Institute. Therefore, we would like to visit your school and meet with ________________ in order to observe one of ______ classes and discuss matters of common interest.

May I have your permission to observe ____________ class and spend the ____________ of ________________ at your school? If, in addition, you or any staff member wished to exchange ideas with me, I would be delighted to do that.

Please confirm, at your earliest convenience, whether my visitation meets with your approval.

Sincerely yours,

Rodolfo Jacobson
Director
NDEA Institute in English

RJ

Exhibit 20

ENGLISH NDEA INSTITUTE
State University College
Cortland, N. Y.
13045

November 10, 1968

Dear NDEA Instituter:

The date for our general meeting in December is only one month away and we must make specific plans now so that our reunion will be a successful one, professionally as well as socially. Each of us, participants and instructors alike, should contribute in one way or the other to make this meeting a worthwhile experience. Some might wish to give a brief report on their post-Institute teaching experience; others, to serve as panelists in one of the two panel discussions which we are scheduling; and still others, to demonstrate how you have actually applied the linguistic and/or rhetorical concepts which we discussed last summer. For those who choose the last we will provide a group of demonstration class students.

A social gathering, the evening before, immediately after or the following day, would make this reunion particularly memorable. Have social affairs not always been our strength?

To plan ahead, I need to know more about your participation at this final NDEA Institute activity. Please complete at once the attached form. If you are unable to attend the meeting, only complete items # 1 and 5. Thank you.

The second issue of the NDEA Newsletter will be sent out shortly. It will bring you up to date in the latest events, such as recent correspondence and follow-up program, and shall also inform you about the tentative program of our December Meeting.

Best regards,

Rodolfo Jacobson

RJ
Encl.

Exhibit 21

QUESTIONNAIRE

(1) Participation

I, ____________________, will / will not attend the General NDEA Meeting at the Brockway Hall TV Room, SUCC, on Friday, December 13, 9:30 a.m. to 5:00 p.m.

(2) Professional Activities

I wish to participate actively in the Meeting by

a. giving a report on my post-Institute experience ☐

b. serving as panelist in the discussion on "Implementation of Rhetorics in Secondary English classes" ☐

c. serving as panelist in the discussion on "Implementation of Linguistics in Secondary English classes ☐

d. teaching a demonstration class using Christensen's approach ☐

e. teaching a demonstration class using the structural approach ☐

f. teaching a demonstration class using the transformational approach ☐

(3) Social Activities

I would like to attend a social gathering on

a. Thursday, December 12, after 8 p.m. ☐

b. Friday, December 13, after 8 p.m. ☐

c. Saturday, December 14 ☐

(4) Assistance

To come to Cortland for the Meeting I need

a. to know the names and addresses of motels ☐

b. airport transportation (Syracuse / Ithaca) ☐

c. other: ________________________________

(5) Suggestions

To make the December Meeting more meaningful I wish to make the following suggestions:

Exhibit 22

English NDEA Institute
State University College
Cortland, N. Y.

November 29, 1968

Dear

You have indicated in the questionnaire that you would like to participate in the program of our final NDEA Institute Meeting on December 13, 1968 at Brockway Hall, SUC Cortland, and that you would

☐ give a report on your post-Institute experience (15 - 20 minutes)

☐ serve as panelist (45 minutes)

☐ teach a demonstration class (20 - 25 minutes)

during the reunion.

Therefore, complete, sign and return the attached form at once, so that we may have the duplicated program ready for distribution on your arrival. If you serve as panelist or chair a panel discussion, you may wish to contact your fellow panelists prior to the meeting. Find their addresses enclosed.

The social gathering will be on Friday, December 13 at 8:00 p.m. Only two participants suggested Thursay and one suggested Saturday.

Best wishes,

Rodolfo Jacobson

Rodolfo Jacobson

Exhibit 23

December ____, 1968

Dear Director:

I hereby confirm that

☐ I will give a report on my post-Institute experience. The title of my report is ______________________________

____

☐ I will serve as panelist in the discussion on "the Implementation of __________________ in Secondary English Classes."

☐ I will chair the panel discussion on "The Implementation of ___________________ in Secondary English Classes.

☐ I will teach a demonstration class. The topic of my class presentation is ____

and I will use the ________________________ approach.

____

Participating NDEA Instituter

Exhibit 24

Panel on Rhetorics

Steinkamp, Edna (Chairman)
Newark Valley Central School
Newark Valley, New York

Banikowski, Ernestine
Lake Shore Central High School
Angola, New York

Hoyer, Pia
Alden Central School
Alden, New York

Lazorcheck, Dennis
Sherburne-Earlville Central School
Sherburne, New York

Stokes, Fraser
State University College
Cortland, New York

Panel on Linguistics

Elston, Edward (Chairman)
Endwell Junior High School
Endwell, New York

Easton, Helen
Odessa-Montour Central School
Odessa, New York

Franza, Thomas
South High School
Valley Stream, New York

Galuszka, David
Bishop Ludden High School
Syracuse, New York

McGrath, Thomas
Farmingdale High School
Farmingdale, New York

Piatkowski, Dennis
Cleveland Hill Middle School
Cheektowaga, New York

Westfield, Charyl
Wappingers School System
Wappingers Falls, New York